STUDENTS' PERCEPTION
OF *DESCRIBE AND DRAW GAME* IMPLEMENTATION
IN SPEAKING SKILL
AT ENGLISH CONVERSATION CLUB (ECC)
MA RAUDLATUL ULUM PATI

AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of
State Islamic University Prof. K. H. Saifuddin Zuhri Purwokerto
as a Partial Fulfillment of Requirements for *Sarjana Pendidikan* (S.Pd.)
Degree**

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Declare that the thesis I have compiled with the title, **"Students' Perception of *Describe and Draw Game* Implementation in Speaking Skill at English Conversation Club (ECC) MA Raudlatul Ulum Pati"** is not plagiarized and genuinely my own creation. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from other sources and references by other people or institutions have been appropriately cited.

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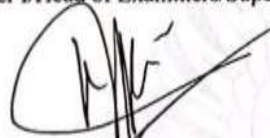
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This undergraduate thesis, entitled

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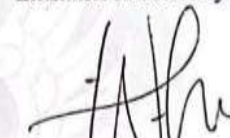
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Wassalamualaikum Wr.Wb.

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MOTTO

"If you practice harder, you get luckier"

Gita Wirjawan

"I get to do this, not I have to do this"

Raline Shah

"3F (focus, freedom, and fun)"

Anggia Karisma

"Apabila kamu sudah memutuskan menekuni suatu bidang, jadilah orang yang konsisten. Itu adalah kunci keberhasilan yang sebenarnya"

B.J. Habibie

"You're on your own, kid"

A song which made me realize that personal growth and transformation truly starts from ourselves, since we are the only ones who can control and influence ourselves. It is fine to take a moment to honor and cherish who we are. However, after we have done so, we must step up to the occasion and make ourselves proud of our achievements by not giving up in any situation.

Taylor Swift

DEDICATION

I dedicated this thesis to:

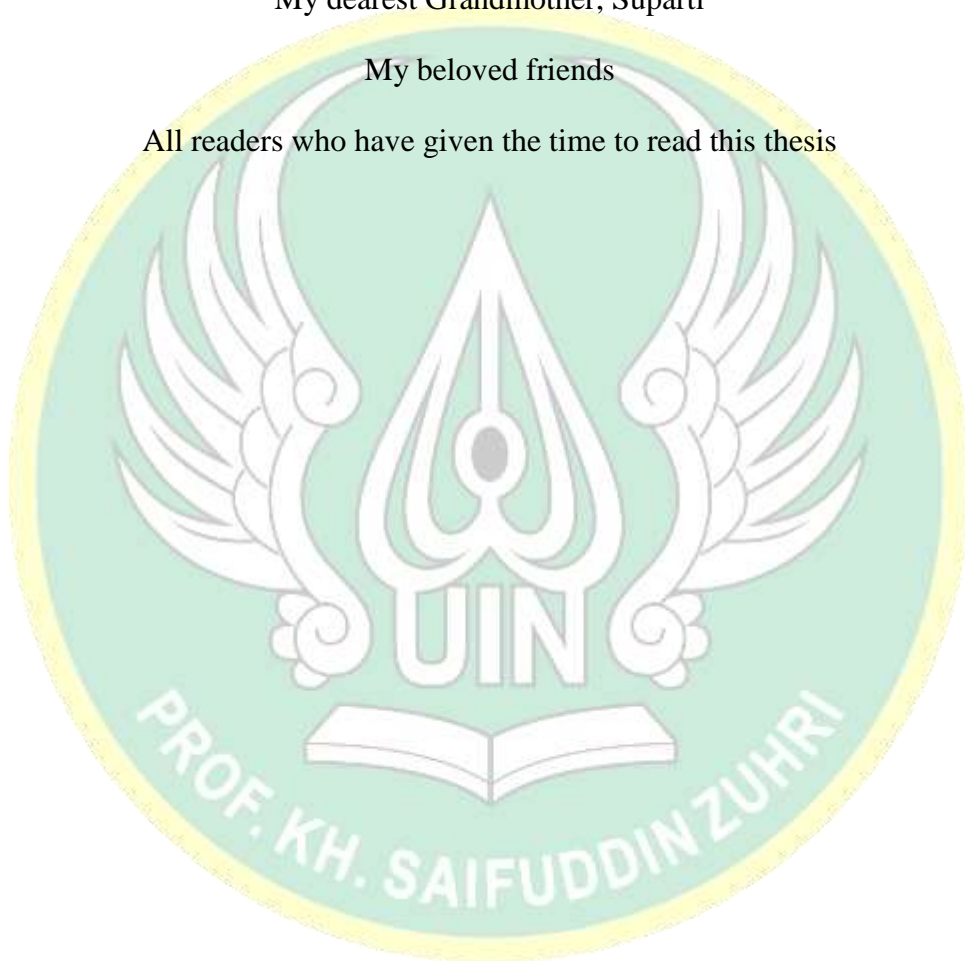My priceless parents, Samsuri and Sri Sumarni

My sweetheart brother, Chasan Murtaqi

My lovely aunt, Dewi Idda Rohmana

My dearest Grandmother, Suparti

My beloved friends

All readers who have given the time to read this thesis

PREFACE

Assalamualaikum Wr. Wb.

First of all, I offer praise and thanks to Allah SWT, the God of the universe, who has given me blessings, guidance, love, strength, and health so that this thesis can be completed. Peace and salutation be upon our beloved prophet Muhammad SAW, his family, companions, and his faithful forever who has guided us from jahiliya era to Islamiya era and always become a role model for humans in the world.

It is a precious thing that the researcher finally accomplished this thesis enitled **STUDENTS' PERCEPTION OF** *DESCRIBE AND DRAW GAME* **IMPLEMENTATION IN SPEAKING SKILL AT ENGLISH CONVERSATION CLUB (ECC) MA RAUDLATUL ULUM PATI** as a partial fulfillment of the requirement for achieving a Bachelor's Degree of English Education Study Program (S.Pd.), Faculty of Tarbiya and Teacher Training at State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

As long as my journey in writing this undergraduate thesis and did my study at the university. I understand that I cannot handle all of the terrible circumstances I have encountered on my path by myself. God allows certain people to be there for me on my journey. They provided me with numerous advice, inspiration, support, and direction. Thus, the writer would also like to express deep gratitude and appreciation to the honorable:

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2. Dr. Suparjo, M. A., as the I Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

3. Prof. Dr. Subur, M. Ag., as the II Deputy Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

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ABSTRACT

Abstract: This research aims to find out the Students' Perception of Describe and Draw Game Implementation in speaking skill at English Conversation Club (ECC) MA Radlatul Ulum Pati. The reason for conducting further study on this problem is because Describe and Draw Game recognized to be appropriate in teaching transactional speaking, because through this game the students are stimulated to speak. This research used quantitative descriptive method with Describe and Draw Game as the object. In this study, researcher focused on examining students' perceptions of the game through the results of questionnaires distributed using Likert Scale calculations. The data is taken by making a questionnaire, distributing the questionnaire to students, finally analyzing it. The data shows that students gave various responses, including helped them understand the material more easily (81%), was simple to use (66%), inspired them to speak English (85%), helped them get over their anxiety (85%), empowered their interest to attend class (78%) and study the material (73%), made them feel more active (74%) and enjoy themselves (75%), helped them interact well with their classmates and teacher (84%), did not make them tired (78%), did not boring (77%) or even waste of time (75%), and it also boosted their speaking skills (80%). However, students gave unpleasant responses about this game such as their inability to understand their friends' instructions when they are describing details of the pictures (61%) and makes the environment be noisy (65%). It is concluded that students' perceptions of implementation Describe and Draw Game were positive with the mean outcomes (75.61%). Therefore, this teaching technique is worthwhile to keep practicing in speaking class.

Keywords: *Students' Perception, Describe and Draw Game, Speaking Skill*

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CHAPTER I

INTRODUCTION

This chapter as an upfront introduction to the detail of the research content that described in several existing chapter, some informations provided includes an explanation of background of the study, clarifications of key terms, research question, goals and significances of the study, and organization of the paper. It is helpful to grasp the explanation of the major components, before reading about the specifics of entire study. In the end, fundamental details provided in this chapter can aid in comprehending the direction and goals of the study.

A. Background of the Study

Language is a tool to share ideas, expressions, and feeling to other people. It is very important to express something and to communicate with others. Language as a tool of communication has two types, they are written and spoken. Written language can manifest in letters, news, short messages, short stories, novels, etc. Spoken language can be manifested in oration, dialogue, presentation, etc. It is used mainly for social reasons and not for conveying detailed information (Brown in Nation, 2009). It indicates that the speaker must understand when to use certain words, how much emphasis and intonation to put into a sentence, how to apply correct grammar forms, and which vocabulary to use that is understandable to the audience. Therefore, speaking skills is a difficult thing for most of students.

In Indonesia, students are typically worried of participating in foreign language classes (Pratiwi & Ayu, 2020). They could quickly become discouraged and lack of motivation. Their mindests state that learning a foreign language is challenging because it is not their mother tongue. Both motivation and learning are necessary for performance: motivation gives us a desire to put what we have learned into practice, while learning allows us to pick up new knowledge and abilities (As Sabiq, 2017). Students learned better when they feel like they are making progress, so it makes sense that teachers are currently having challenge in figuring out ways to ensure the students can can actively

participate and keep their interest. Since learning a language is difficult for students, so it is very crucial for teachers to adapt the most appropriate teaching technique for English class.

One of the techniques that can be used is by using game (Richards & Rodgers, 2001). Teachers can create environments that boost students' willingness to study a language by using games. The use of games can help students feel less anxious, more optimistic, and more confident since they can practice the target language without fear of punishment or criticism (Crookal, 1990). It is the same as Dellos (2015) who observes game is a good technique for students to solve problems, foster critical thinking and try to make learning more active. So, game can encourage student activity by reducing their fears. There are several techniques for teaching English like role play, discussion, problem solving, song, and game (Fauziati, 2010). According to Harmer (1998), the favorite technique for teaching English is game such as Describe and Draw.

Describe and Draw Game is recognized to be appropriate in teaching transactional speaking, because through this game the students are stimulated to speak. Drawing exercises have been found to be very helpful and assisting when used as a teaching and learning tool. Students learn English in a fun way through drawing which also allows them to express themselves (Dwinalida, et al., 2013). By using this activity in the classroom, all students can have the opportunity to practice speaking English in class. Therefore, it is able to stimulate students to speak fluently. Based on the results of preliminary interviews with students, there are several versions put forward on this game. Some of students who have used this learning activity have good speaking skills. Moreover, the English teacher stated that this game also had a good impact. That is supported by the fact that some of them have won various national speech contests. On the other hand, there are some unpleasant perceptions from students.

Some previous researchers conducted research using Describe and Draw Game. First, thesis conducted by (Hizbi, 2018) shows that Describe and

Draw Game is effective in teaching speaking skills for the eleventh grade of MA NW Suralaga in the school year 2017-2018. Second, a journal article from (Permadi, 2019) found that Describe and Draw Game has a significant effect towards students' speaking competence at SMAN 2 Gerung. Third, a journal article from (Pratiwi & Ayu, 2020) showed that describing a picture technique can improve students' speaking skills. Nevertheless, they explained that there are some problems gained in using this technique. Many students could not correctly apply grammar when they speak using the Describe and Draw Game. On the other hand, the students are also difficult to understand English when their friends try to describe the picture.

Based on previous research, Describe and Draw Game were proven to be good at improving students' speaking skills. This also had good results when applied to English Conversation Club (ECC) MA Raudlatul Ulum Pati students. However, after further investigation, it turned out that several students at the school did not enjoy the learning process through this game. In the end, students feel several possibilities during the learning process using this game, whether students like it or do not like it. However, with the positive results obtained, do students ultimately enjoy the learning process even though they are forced to. This is an interesting problem to find out. How do students feel about this game, which according to the teacher gives a good result for students, while according to some students feel uncomfortable when doing the activity. Therefore, such an interesting topic for researcher to conduct further study on this problem.

In summary, many previous studies about Describe and Draw Game in speaking skill exist. However, those studies did not investigate students' perception. Thus, this study presents a project entitled **Students' Perception of *Describe and Draw Game* Implementation in Speaking Skill at English Conversation Club (ECC) MA Raudlatul Ulum Pati.** This study will be necessary for educators to evaluate and create improvement in their teaching speaking.

B. Clarifications of Key Terms

In this study, the researchers focused on discussing several variables in it, in the form of:

1. Perception

    Perception has a variety of senses, according to experts, among others. Santrock (1991) points out that perception is the process of organizing and interpreting information sensory to give meaning. The other definition can be found in Hogan et al. (1999) poins out that perception is a process by which individuals organize and interpret their sensory impressions to give meaning for their environment. It means when human visual system first sees an image or something, so they are going to think an information then they percept it through the audio what on the human brain.

2. Students' Perception

    Key elements and useful indicators of the classroom climate are students' perceptions (Freidbeg & Stein, 1999). This research focuses on the discussion related to the analysis and opinions of students when applying Describe and Draw Game in speaking skill. In this manner, the results obtained are perceptions of the students' experiences while using this game in English speaking class.

3. Describe and Draw Game

    According to Wright et al. (2006) Describe and Drawe Game is describe a picture and then recreate it by giving and receiving directions using imperatives, location-specific prepositions, adjectives and their comparatives, terminology related to shapes, and possibly specialized language.

4. Speaking Skill

    Harmer (2007) states that speaking is an ability to communicate effectively and requires not just an understanding of the language features but also the instantaneous processing of language and information, while Quianthy (1990) defines speaking is the process of communicating verbally in a range of contexts to convey thoughts and information.

Speaking has long been recognized as the most difficult of the four abilities when learning a second or foreign language. Learners have to gather their thoughts and organize them in the vocabulary and syntactic structures of the target language before they may attempt to communicate. Therefore, it can be said that speaking is the ability to develop language and express ideas.

C. Research Question

Departing from the study background, this inquiries formulates the following questions: What are Students' Perception of *Describe and Draw Game* Implementation in speaking skill at English Conversation Club (ECC) MA Raudlatul Ulum Pati?

D. Aims and Significances of the Study

1. The Aim of the Research

    To find out the Students' Perception of *Describe and Draw Game* Implementation in speaking skill at English Conversation Club (ECC) MA Radlatul Ulum Pati.

2. The Significances of the Research

    a. Theoretical Significances

    The findings of this study are intended to be an inspirational medium for learning speaking and build a good impact to the teachers in developing the learning process, so that it gets better.

    b. Practical Significances

    1) For knowledge

        The result of this research can later be a solution for developing speaking learning media to be better and appropriate to what students need and interested in.

    2) For the school

        The results of this research had contributed ideas for the principal in promoting the quality of teaching and learning in MA

Raudlatul Ulum through Describe and Draw Game. The principal can motivate the English teacher to use attractive media in developing the qualified teaching and learning process.

3) For other researcher

This research may not be perfect yet, however, it may be an entrance gate for the other researcher to do a more innovative research which concerning in speaking skill so that can build language teaching and learning better. On the other hand, it can also be referenced to another researcher who wants to study about students' perception of Describe and Draw Game implementation in speaking skill more intensively.

E. Organization of the Paper

This research is divided into five chapters, each of which contains the following explanation:

Chapter I introduction which consists of the study background, conceptional definition, research question, aim and significances of the study.

Chapter II describes the theories supporting the research, consisting of two sections: the previous studies and literatur review.

Chapter III contains the research design which consist of subject and object of the study, setting of the research, technical data collection, and technique of data analysis.

Chapter IV contains the research findings and discussion related to the result of study about the students' perception of Describe and Draw Game implementation in speaking skill at MA Raudlatul Ulum Pati.

Chapter V researcher will present conclusions and suggestions that can be used as guidelines for further researchers.

CHAPTER II
LITERATURE REVIEW

This chapter contains systematic analysis and description of theories, thoughts and research results that have to do with the problem under study in order to obtain conceptual thoughts on the variables to be studied. In this section, the theories that form the basis of this research will be presented. These theories include theories about perception, speaking skill, Describe and Draw Game. More information on each topic will be provided in the explanations that follow.

A. Theoretical Framework

It contains systematic analysis and description of theories, thoughts and research results that have to do with the problem under study in order to obtain conceptual thoughts on the variables to be studied. In this section, the theories that form the basis of this research will be presented. These theories include theories about perception, speaking skill, Describe and Draw Game. Everything will be explained in more detail as the explanations below.

1. Perception

In this section, several sub-chapters will be explained in more detail regarding the topics to be discussed, which consist of:

a. The Definition

There are several definitions of perception put forward by the researchers, one of which is offered by McShane & Glinow (2008) asserts that perception as the process of taking in information and making meaning of the environment. It involves choosing what information to pay attention to, classifying it, and interpreting it in light of what we already know. In other words, perception is the act of taking in stimuli and information from the outside world, understanding it, and properly classifying it within the existing body of knowledge. What makes perception somewhat complex is that we do not all perceive things the same way. For instance, a dog jumping

on someone could be interpreted by some as a danger, but it could also be seen by others as the dog simply being happy to see them. Our interests, past experiences, and the degree to which we process information all influence how we see other people and objects. (Jhangiani & Tarry, 2014).

Perception is a cognitive ability. It means that, at the beginning of the formation of perception, people who have to determine what would be considered. In addition, Sarwono (2010) argues that perceptions can draw conclusions about what people see, hear, and attempt to estimate as best they can. There are three perceiver specific factors that impact on perception with the object of perception (Ningsih & Fata, 2015) such as familiarity, mood and self concept. Different researchers studied perception of Thoha (2010) argues that compared to the recognizing process, perception is more complicated and comprehensive since it involves challenging interactions from the selection, compilation, and interpretation activities. However, perception also depends on sensing, which is a cognitive process that involves filtering, streamlining, and refining the information that has been received.

According to the preferences above, perception may be defined as the brain's interconnected process for comprehending data in the form of stimuli that are detected by the senses along with modify specific factors that help determine how to interpret and conclude on a message or piece of information. In short, to perception means the ability to perceive or give meaning to the world around us. It can be characterized as a procedure that includes perceiving, receiving, choosing, arranging, interpreting, and providing context for the surroundings.

b. Kinds of Perception

Perception is divided into two types which are negative and positive perception that come from the results of interactions between people and objects (Irwanto, 2002). Both will be explained as follows.

1) Positive perception

Perception is what gives all information and knowledge (known or unknown) positive description. Furthermore, positive perception refers to constructive interpretations that represent people evaluating their surroundings. In this situation, a person with a good impression will embrace and encourage the perceived thing.

2) Negative perception

Perception is what characterizes information (known or unknown) as unfavorable or inappropriate for the perceived item. Put differently, a negative perception is an adverse interpretation that arises from people assessing their surroundings.

We are able to conclude that positive perception is the evaluation of an item or information by an individual in a positive way, or in compliance with expectations derived from the perceived object or from accepted norms. A positive perception of people arises from their own experience of the perceived object, their personal knowledge base, and their level of contentment with the object of their perception. Meanwhile, negative perceptions occur because they do not get the desired satisfaction.

c. Factors Influence Perception

Perception can be influenced by several things that cause differences of opinion in each individual, these factors include (Toha, 2003):

1) Internal factor

An internal factor is one that originates from within a person. It depends on phsychological factors such as individual feelings, attitudes, personalities, prejudices, expectations, and desires, as well as learning processes, physical ailments, mental illnesses, values and requirements, interests, and motivations.

2) External factor

An external factor is one that originates from outside of a person. Stated differently, these variables are not under an individual's control. As a result, a lot of people occasionally are unaware that hurdles can occasionally arise that are not anticipated. The factors such as family history, information gathered, requirements and knowledge, intensity, size, resistance, repetition of motion, new things, and familiar or unfamiliar objects.

From explanation above, we can conclude that perception cannot be said to be absolute, but there are many things behind this perception. Therefore, the various perceptions that arise deserve to be accepted.

d. Aspects of Perception

Baron and Byrne (1991) states that aspects of perception are:

1) Cognitive component. It relates to students' understanding of an information or concept. This includes students' ability to process information, remember, understand, and apply the concepts learned.

2) Affective component that relates to students' feelings or emotions towards a topic or situation. This includes students' attitudes toward learning, interest, self-confidence, and motivation.

3) The conative aspect relates to the actions or behavior of students in responding to a situation or topic. This includes students' ability to make decisions, take action, and change behavior.

In student perceptions, these three aspects are interconnected and influence one another. For example, if students have a good understanding of a concept (cognitive aspect), then they will most likely have a positive attitude towards learning (affective aspect) and tend to take actions that support learning (conative aspect).

e. Students' Perception

Students' perception is the process of preferential treatment of students toward information they get from an object. Through observations with their senses, students can interpret the observed object. Ansow et al. (2022) states that students' perception is how students' though to responds about what they have done or about what they learned. So it can be concluded that student perceptions are students' responses to the information they get during the learning process. Through the process of observation, it will determine how they respond to what they are studying.

Understanding how students see things is crucial because it allows teachers or lecturers to assess student perceptions' outcomes. Since students can learn from teachers but teachers cannot impart knowledge without students, students are the primary and most significant resource in the teaching and learning process. As stated by Chen (2003), the student's perception is really important for evaluating the teaching effectiveness. Once educators are aware of the opinions of their students, they can address any issues that arise with teaching or delivering information to students, improving what the students find appealing and changing what they find objectionable. As a result, the opinions of students are crucial, particularly for lecturers or teachers.

Petegem et al. (2007) observes that the student perception is the important account to measure the learning outcomes. In order to observe and describe the classroom environment which is crucial for evaluation and teaching development, so students' perceptions might

be used (Freiberg & Stein, 2007). In summary, students' perception is very important not only for estimation but also for teaching development purpose.

2. **Speaking Skill**

The topics to be covered in this section will be broken down into a number of sub-chapters, including:

a. The Definition

Speaking is such a regular aspect of life that people take it for granted (Thornbury, 2005). The average human creates tens of thousands of words every day. Speaking has become so normal and essential that individuals no longer remember how hard they had to work to develop this skill that is, until they have to start from scratch while speaking a foreign language.

There is another opinion put forward by Lindsay & Knight, (2006). Speaking is a difficult task that requires creating a message that other people can comprehend and delivering it with the right stress, intonation, and pronunciation. It implies that in this world, speaking is a method of delivering our thoughts to another person. As human beings, speech is a daily activity for us. If we want to gain the respect of others, we must communicate with others not just effectively but also with a positive attitude.

According to Caroline (2005), speaking is the fundamental oral form of social interaction. It is the method of communication that community members use most naturally to express their ideas and develop social behaviors. Additionally, speaking is the process of creating and exchanging meaning through the use of both verbal and non-verbal cues in a range of contexts (Kayi, 2006).

Chaney (1998) defines that Speaking is the process of creating and conveying meaning in a range of circumstances by using both verbal and nonverbal signals. It is an active language use that has a

positive impact on language learners in terms of meaning sharing and also deliberate expression of meanings through language with the purpose of enabling others to understand them. Speaking receptively falls within the category of language use that is constructive. Learners will draw on their already existing language resources, which have been accumulated via prior language usage experience, to develop comprehension in a foreign language.

On the other hand, speaking in a foreign language to communicate with others involves close attention to the nuances of the language, a speaker must use the right words and use proper syntax to accurately express meanings so that the listener will comprehend. It requires great consideration because it might be demanding and plentiful support of various types, not just support for understanding, but also support for production.

According to the definitions above, it can be conclude that speaking is an action in which the speaker creates utterances to communicate their ideas in order to exchange information and ensure that the listener knows what the speaker means.

b. The Element of Speaking Skill

In speaking there are several elements that consist of:

1) Fluency

Fluency is a concept used to describe language production and is typically associated with speech. It is the capacity to connect speech units fluently, without effort, incorrect sluggishness, or excessive hesitation (Hedge, 2003). In speaking activities, fluency plays a part in how well students generate the language to ensure that others comprehend what they are saying.

2) Accuracy

To be accurate in this context means to be able to talk clearly, which includes using the right words and expressions to describe

what is intended as well as utilizing English grammar rules (Bailey & Nunan, 2005).

3) Grammar

Grammar provides a whole cohesive system concerning the formation and transmission of language (Dykes, 2007). Although students are not required to talk with proper grammar, doing so will help the listener understand when and where the action is taking place, as well as who is speaking and who is the audience. Someone who uses proper grammar is able to understand the true meaning of the sentence. Therefore, the language skills that need to be developed in the English class include vocabulary and grammar (Wahidiyati, et al., 2022).

4) Vocabulary

Words make up all of vocabulary. Thousands of words are used every time we speak or write. Knowing a language properly allows us to write and speak its words with ease (Carthy, et al., 2010).

5) Pronunciation

According to Luoma (2004), pronunciation is the sound of speech and can relate to a variety of aspects of the speech stream, including individual sounds, pitch, loudness, speed, pauses, stress, and intonation. It is preferable for us to pronounce the words clearly, especially with the words that has most similar pronunciation.

c. The Speaking Problems

In a process of learning English as a foreign language, there are some problem especially in teaching speaking. According to Penny Ur (1996) some problems in teaching speaking are:

1) Inhibition

Speaking with an audience demands a certain amount of exposure to them in real time, unlike writing, listening, and reading. When speaking in a foreign language in class, students are frequently constrained because they are self-conscious about making mistakes, fear criticism or looking foolish, or are just uncomfortable bringing attention to themselves.

2) Nothing to say

Even when the students are not restricted, you frequently hear students complain that they are at a loss for words and that they have no desire to communicate other than the sense of obligation that comes with speaking.

3) Low or uneven participation

If there are many people in the group, each person will have very limited time to speak because only one person may speak at a time and yet be heard. The fact that certain students have a tendency to dominate while others talk very little or hardly at all causes this issue.

4) Mother tongue use

When a group of students in a class speak the same mother tongue, they could find it easier to communicate that way since it is awkward to speak to each other in a foreign language and because they feel less vulnerable when they speak that. It can be challenging to get some classes, especially the less motivated or disciplined ones, to stick to the target language while they are speaking in small groups.

d. The Principle of Teaching Speaking

To make the teaching and learning process more structured, it is necessary to design the teaching process. The principles of designing teaching speaking according to Westwood, et al. (1979) cited in Zulfikar (2013) are includes:

1) Establish a joyful, engaging social learning environment which makes students happy. A key factor of this aspect is the personality of the teacher.

2) Continue with the small group of no more than five or six students.

3) Make plans for two or three brief, focused sessions every day.

4) Encourage active involvement while keeping in mind that a student's capacity to communicate is helped by what they practice saying rather than by what they hear.

5) Establish brief, well-defined objectives for every lesson that cover the teaching of the conjunctions as well as other adjectives and adverbs.

6) Use material such as practices and games to hold attention as the basis for language simulation.

7) Keep an eye on the weak student and, if required, repeat certain lessons to them.

8) Reward the students with appreciation.

These concepts can be used to improve how teaching and learning process are done in the classroom. Some of them can encourage people to sign up for speaking classes by creating attractive atmosphere, making each topic easy to explain, and making small-group learning fun.

e. The Models of Teaching Speaking

Most likely, the common person has the same motivation for learning English is to speak fluently. Failure to learn how to communicate in class frequently results in boredom, an ominous atmosphere, less enjoyment, and silence. There are numerous ways to learn how to talk. The following are some models for learning speaking (Solahudin, 2009):

1) Main class and study club

It is better to have two daily meetings in the classroom with the teacher. The first meeting is called the main class and the second meeting is called a study club. The teacher, who serves as the class advisor, meets with the students in the main class. The teacher has an important character in this situation. Every activity in the classroom is guided by the teacher. Meanwhile, study club is a group of learning, it held to repeat the material study in the class by senior. Because the senior is not a teacher, so the students more enjoy make questions and practices speaking with them. Since the goal of the study is to clarify material understanding, activities in the study club are identical to those in the regular class. (Solahudin, 2009).

2) Conversation on the way

In speaking classes, one of the activities is having conversations on the way. The purpose is to make the student does not become bored in class. They can discuss what they do every day. So, the students perceive the talk to be clearer, more attractive, and more comfortable.

3) Discussion group

Speaking class activities include participating in a discussion group. The discussion in the speaking program only talking about a simple topic. Since the purpose of this conversation is to teach the students how to speak English and get them used to being fluent and clear.

4) Describing picture

This is an activity in teaching English speech. Students have to explain pictures in front of the class for this task. Each student is given one picture, which they then have to describe. This activity aims to develop students' imaginations and have them recount the story in English. Students said that by sharing in front

of the class, they can get over their weaknesses in the speaking activity learning process. It is in line with the findings of research conducted by Apriyanti & Ayu (2020) that the sharing technique is one of the cooperative learning strategies that promote student involvement in the classroom.

f. Types of Technique for Speaking Skill

Teachers can use various techniques when teaching speaking skills which include (Fauziati, 2010):

1) Role-Playing

Role-playing, which involves staging a dramatic scenario in a classroom or, in part, just acting out dialogues, but also, in part, re-labeling things and people in the space to prepare for an imaginative role-playing, is one of the techniques recommended for improving speaking ability.

2) Game

A game is one of activities which can help to crate dynamic, motivating classes. The reason is that real learning takes place when the students, in a relaxed atmosphere, participate in activities that require them to use what they have been drilled on. In learning speaking, there are several games that can be tried to help the learning process. Here are some games recommended by Andrew, et al (2006) in their book, such as "What's the Difference?", "Liar!", "Describe and Draw".

3) Problem-Solving

There are more opportunities for students to work together in pairs or small groups, share thoughts and facts about topics that are meaningful to them, and interact with resources that focus in problem-solving.

4) Discussion

There may be three to five students in a discussion. The class will quickly accept such group work if it is utilized frequently and presented with a thorough explanation of its purpose.

5) Song

Singing, in particular, may be a fun and useful technique to use in EFL classes. A song typically makes the listener feel satisfied, relaxed and peaceful. Additionally, songs can be a valuable resource for teaching grammar, pronunciation, sentence structures, and vocabulary.

3. **Describe and Draw Game**

There will be several sub-chapters to divide up the issues discussed in this part, including:

a. The Definition

Describe and Draw Game is a game where one student describes a picture and a paired classmate has to draw the same picture without looking at the original (Harmer, 2007). The students draw based on they heard without looking the original picture. Students may get used to speaking more actively with their classmates by participating in the Describe and Draw Game. In this game, players had to create words using their understanding of structure, vocabulary, and pronunciation in order to describe a picture. Pictures are one of the visual aids that could be used in teaching speaking, because the majority of people are visually oriented (Heinich & Molenda 1993). They explain that people learn roughly 10% from listening and 80% from seeing. More significantly, people are claimed to remember more than 50% of what they see and hear, compared to only approximately 20% of

what they hear. It makes something more interesting and can be used in creating situation for speaking classes more clearly.

b. The Procedure to Use Describe and Draw in Teaching Speaking

There kinds the procedures of Describe and Draw Game to teach speaking in the clasroom, they were (Wright, et al., 2006):

1) Request a volunteer to stand by the board.

2) Show a large picture so the entire class can see, excluding the volunteer by the board. For example, the picture can be displayed on a movable board. Two students can hold up the photo if needed.

3) Ask the students to explain the picture, then instruct the volunteer on how to draw it. Describe that the goal is to guide the drawer in creating an accurate replication of the picture. It is helpful begin with a general description.

It also can be done in pair with the following procedures:

1) Invite students to sit in pairs so that only one of them can view the picture you have displayed or give each pair a photocopy of the pictures.

2) Ask one partner in each pair to describe the picture to the other.

3) Providing instructions for creating an ideal replication.

4) The original picture cannot be seen by the drawer.

5) The describer can see both the original and the copy being made.

6) Place the students back to back so the describer cannot see the copy being made, in order to increase the challenge of the game.

c. Advantages and Disadvantages of Describe and Draw Game

There are pros and cons when Implementation Describe and Draw Game in teaching speaking skill, as follows (Chen, 2005):

1) Advantages

The advantages of using Describe and Draw Game are:

a) Students ought to be really motivated, have greater self-confidence, and have the courage to speak up without fear of making mistakes.

b) Students become very interested

c) Students understand more easily because they are really enthusiastic

d) It can promote communicative competence

e) Reduce learning anxiety

f) Strengthen the spontaneous and creative use of language

g) Construct a cooperative learning environment

h) Encourage students to have a behavior of participation

There are other opinions regarding the benefits of using games in the learning process, which include (Lui, 2013):

a) Encouraging learning opportunities for students in the classroom

b) Involving persistence, intelligence, practice, and learning with the aim of achieving success

c) Addressing the emotional needs of students and giving them the chance to transform negative emotions into positive experiences

d) Learning becomes more enjoyable, motivates students to finish their assignments, helps students more focus, comprehension of the subject matter, and provides opportunity for students to participate in competitions and explorations in the classroom.

e) Helping the development of cognitive and physical aspects of adults, increasing the level of active role of students in the class

Another study by Flores (2015) states that one of the benefits of games making students more active, directly involved and motivated in learning. While, according to Ting & Li (2018) game can raise motivation and interest.

2) Disadvantages

For weaknesses there are several things as follows (Kasmi & Indah in Meldrum & Clanfield, 2017):

a) There is the same potential for burnout because students interact constantly

b) It can be difficult to measure progress without other students to compare with and the possible lack of a syllabus

c) A lack of time may be spent studying alone. They might not have had the same opportunity to "sink in time" as a group.

d) If a teacher lacks the confidence to try varying the pace and type of activity, the lesson plan may get boring.

e) If the instructions are not clear, it will be difficult to draw

There are numerous perspectives on the advantages of implementing games in the educational process, which include (Huda, 2015):

a) Teachers should have a lot of pictures ready because each kid will receive a different picture. Thus, educators should plan ahead of time in order to select pictures which have the same qualities and characteristics.

b) Teacher must also create handouts with learning materials and pictures for this activity, both of which require a lot of preparation

c) It can also influence students' focus on learning material, because students are more interested in the existing pictures

B. Previous Studies

Based on several previous studies about Describe and Draw Game, there were various results were obtained. First, a thesis written by Nur Rita Tria Febriyanti (2018) with the title *"The Effectiveness of Describe and Draw Technique Game by Using Cue Card Media for Teaching Speaking at The Tenth Grade of MA Darul Huda Ponorogo in Academic Year 2017/2018"*. The results show that the post-test mean score for the experimental class is greater than that of the control class. Thus, there is a significant difference in the way that students speak when they are taught descriptive texts using the Describe and Draw Game with Cue Cards media. The difference element of these two studies lies in the research focus, where the focus of previous research discussed effectiveness, while this study discussed student perceptions. Meanwhile, the similarities are in the discussion of Describe and Draw Game used in teaching speaking skills.

Second, a studies conducted by Sara Beiginia (2018) entitled *"The effects of 'Find the Difference' and 'Describing and drawing' activity on speaking ability of Iranian pre-intermediate EFL learners"*. The results indicated that there was no significant different in the performance of the two groups on the posttest which revealed that the two instructional techniques (i.e., 'Find the Difference' and 'Describing and drawing') were equally effective on enhancing Iranian pre-intermediate EFL learners' speaking ability. This study is different, because it uses additional variables other than 'describe and draw', namely 'find the difference'. Besides that, the focus of this study is to discuss the effects of variables, not students' perception. Meanwhile, both are the same in terms of discussing about Desribe and Draw Game in speaking.

Third, Nurmagfirah Mutmainna (2018) has conducted research entitled *"Describing and Drawing Picture Technique in Teaching*

Transactional Skill Speaking at Second Semester Students of English Education Department at State Islamic University of Alauddin Makassar". The reasercher concluded that describing and drawing picture technique was effective in teaching transactional speaking. Therefore, the describing and drawing picture technique allowed students to practice transactional speaking in the classroom. It also had the potential to boost students' motivation to learn English because they felt that mastering the language would help them both attain and use it. The researcher focus in Describe and Draw Game as the variable which similar with this reasearch. Neverthless, this study uses a quasi-experimental design method, while this research use a quantitative descriptive method design. It makes these research different.

CHAPTER III
METHODOLOGY

This chapter describes the procedures of the researcher used to carry out the study. It includes an explanation of the research design, site and participants which contains both time and location, population and sample, data collection techniques, validity, and data analysis. This chapter explains in detail everything related to research methodology as stated in the description below.

A. Research Design

The quantitative descriptive method was used in this study. The objective of quantitative descriptive research is to describe, analyze, and explain a subject as it is being examined and to make inferences about observable events based on numerical data (Listiani, 2017). In addition Marlina (2020) stated that quantitative descscriptive research does not aim to test specific hypotheses, but rather merely describes the content of a variable. It is clear that quantitative descriptive research does not aim to test a specific hypothesis rather, it uses data (numbers) to describe, evaluate, and explain a phenomenon as it occurs. Thus, this research generated data in the form of sentences and numbers, where to find out the students' perception on Implementation Describe and Draw Game in speaking skill at English Conversation Club (ECC) MA Raudlatul Ulum Pati.

B. Research Site and Participants

This research conducted at MA Raudlatul Ulum which is located in Jl. Juwana-Tayu, Trangkil, Pati Regency, Central Java. This study organized on students of the 2022/2023 who already have experience using Describe and Draw Game with their teachers in English class. This research conducted the study precisely to the member of English Conversation Club (ECC) MA Raudlatul Ulum on August 1st – August 15th, 2023.

The reason researcher chose this school as a research site was due to several factors, including:

1. MA Raudlatul Ulum is one of the largest Islamic schools in Pati based on the amount of students, as quoted in TribunJateng as many as 6000 students in 2019.

2. It has received award from the Ministry of Religion as best Islamic Senior High School in Pati 2023.

3. Having students from various educational backgrounds and places. Not only local residents, but also from Java and outside Java such as Jambi, Lampung, Jakarta, Riau, South Sumatra, Papua, Tasikmalaya, Magelang, Semarang, Kebumen, and many more, so they have different accent and skill. In addition, there are those who live in dormitories and at home, where students at home have easier access to the internet, so in terms of preparing for the boarding school students it is more difficult. Therefore, it is predicted that student responses will be more distinct.

4. Students' quality, especially in speaking skills, which is proofed by winning various speech and debate competitions. Thus, its learning activity will be highlighted by schools in Pati and its surroundings.

C. **Population and Sample**

In a study, the population and sample cannot be distinguished from one another. The sample is described as the population's representative based on specific criteria. Both will be explained below:

1. Population

The population of this study is made up from the member of English Conversation Club (ECC) MA Raudlatul Ulum which amounts to 30 students in the year 2022/2023.

2. Sample

In this research, the total population is 30 students. If the population is less than 100, the entire population is used as a research sample (Sugiyono, 2007). Therefore, all students became participant or this research used total sample.

D. Data Collection Techniques

The first step in obtaining data is the technique of data collection. The writer will not get data that supports the accepted data standard without it. Questionnaire used for data collection in this study. The questionnaire instrument was chosen because, based on Sugiyono (2010), it is an efficient way of gathering data if the researcher has information about the variables to be analyzed and what could be predicted from the respondent. Here, efficiency might mean reducing both costs and time. The questionnaire gave to the member of English Conversation Club (ECC) MA Raudlatul Ulum. Since this kind of questionnaire was closed-ended with 15 statements, students can simply select the answers without have to think deeply. The closed questionnaire in this case employs a rating scale, in which the researcher uses a Likert scale to collect data from participants. According to Sugiyono (2014), the Likert Scale is used for assessing a person's or a group's attitudes, opinions, and perceptions of social phenomena. The remaining questions are graded using a four-point scale: strongly agree, agree, disagree, and strongly disagree. It provided in print out form because students are not allow to bring cellphones and took time around 15 minutes to fill out the questionnare.

E. Validity

Validity is a tool used to assess how well results align with current theory and other metrics connected to related topics. The validity test of instrument in this study using expert judgment. Instruments were arranged based on a predetermined instrument grid based on the theory used. The instruments that have been prepared were consulted with the supervising lecturers and experts in their fields to get an assessment of whether the instruments are suitable for use, or need to be improved. The validator of this research instrument was a Lecturer in the Department of English Education.

F. Data Analysis

This research data was analyzed at a number of steps. First, the data collected from the respondents is ranked by the researcher according to the date of collection. Second, the received data is subsequently input into the research table. Third, using a Likert scale, the researcher determines the percentage of respondents in the research table. Ary et al. (2010) claims that a Likert Scale assesses attitudes toward a topic by presenting a set of statements about the topic and asking respondents to indicate for each whether they are:

Table 1. Likert Scale Scores

No	Statement		Scale	
			Positive	Negative
1	Strongly Agree	SA	4	1
2	Agree	A	3	2
3	Disagree	D	2	3
4	Strongly Disagree	SD	1	4

Each response category got evaluation. The highest score for a positive item is 4, the lowest score is 1, and vice versa for a negative item. The biggest number in the strongly agree response indicates that an item or perception is positive, whereas the largest number in the strongly disagree response indicates that an item or view is negative for postive statements, while the biggest number in the strongly disagree response indicates that an item or perception is positive, whereas the largest number in the strongly agree response indicates that an item or view is negative for negative statements.

In this research the undecided answer was deliberately omitted in order to find the ideal answer. There are three reasons behind this, namely the undecided category has a double meaning and can be termed as not being able to determine and provide an answer; the middle category can have a tendency to answer to the middle, especially for those who have doubts in answering it,

SA-A-D-SD predisposition category is to observe the tendency of respondents' assumptions towards agreeing or towards disagreeing; the middle answer category can reduce a lot of research data as a result, so it can eliminate a lot of information obtained from respondents (Achmad, 2017).

Then, participants were asked to select one degree from each category based on the information provided in the questionnaire. The results were obtained by processing the questionnaires once they were returned to the researcher. In each statement, the number of students who chose SA, A, D, or SD was calculated in percentages. The percentages were computed using the procedure below.

$$P = \frac{F}{N} \times 100\%$$

Known as:

P: percentage

F: the amount of students' score

N: the amount of maximum score

Based on the formulation, the researcher analyzed the data by adding up each alternative answer by Sutrisno Hadi (1990). He clarified that the researcher employs the interpretation approach in order to interpret a significant portion based on calculated data. The percentage (F) of the sample is the frequency that is being looked for, after obtaining the findings of the distribution of the answer (F) with the number of respondents (N), the number was divided by the number of research objects (N) and then multiplied by 100%. The information is categorized as follows:

Table 2. Data Classification (source: Mulyatiningsih, 2011)

Range	Category
76 % - 100 %	Very Good
51 % - 75 %	Good
26 % - 50 %	Low
0 % - 25%	Strongly Low

Scale categorization used in this study to evaluate the agreement or disagreement of respondents with the object in the questionnaire. The students will evaluate the content of the statements in the questionnaire. It were distributed to each student while the researcher explained the points of the contents. Following collection, the data is categorized into two groups, namely words or symbols and numbers. The data obtained is summed or grouped according to the form of instrument used (Arikunto, 2006).

In order to the data to be readable and understandable, it needs to be complemented with words that can provide a clear picture of students' perception. As a result, the data in this study were ordinal (tiered without a score). To make things easier for the researcher, the numbers used are merely sequences. Furthermore, the analysis is limited to proportions (percentages) or frequencies (numbers). The findings of a questionnaire about students' perceptions will be determined using this percentage of responses.

CHAPTER IV
FINDINGS AND DISCUSSION

The findings and discussion of the research represent the two main components of this chapter. The results of the data analysis whether students have positive or negative perception of Implementation Describe and Draw Game in speaking skill were reported in the findings. Whereas, the discussion of the research's findings is the topic of the conversation. Finding and discussion composing are provided sections of their own in this chapter so that the outcomes of data processing and income between both of them can be easily observed. In the end, the researcher offers the analysis of the complete research procedure.

A. Findings

After collected data from students through a 15 closed-ended question, it was analyzed using descriptive statistics with descriptive percentage analysis techniques which are divided into categories of strongly agree, agree, disagree, and strongly disagree. The following is a detailed explanation:

Figure 1. Clear and Understandable

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disgree
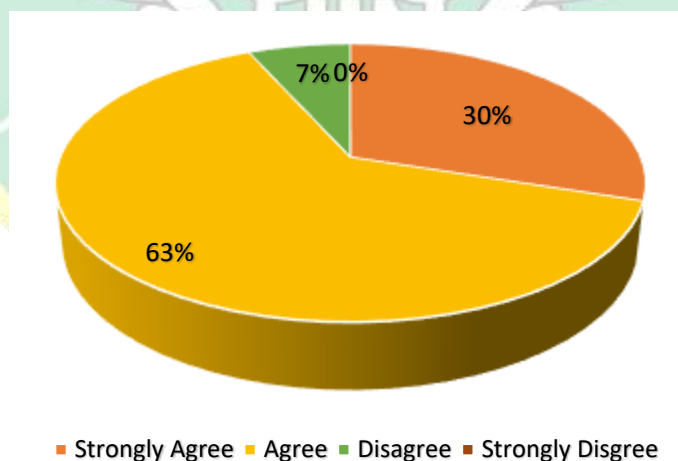
In Figure 1, the majority of students agree that Describe and Draw Game helped them to understand the material better, there were 30% (achieved by 9 students) who said strongly agree and 63% (achieved by 19 students) said agree. In other words, the students feel that it was quite helpful and can

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facilitate the delivery of material in the learning process. However, 7% (achieved by 2 students) disagree with this statement, which means they did not get any results through the implementation of this game and still difficult to understand the subject matter. It can be concluded that the Describe and Draw Game was good for students in the aspect of understand the material. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
1	Describe and Draw Game helps me better understand the material	4	9	36
		3	19	57
		2	2	4
		1	0	0

Thus, based on the data earned from the respondents, the tendency analysis of student answers is 97/120 x 100 = 81% categorized as very good.

Figure 2. Easy to Use

- Strongly Agree - Agree - Disagree - Strongly Disagree
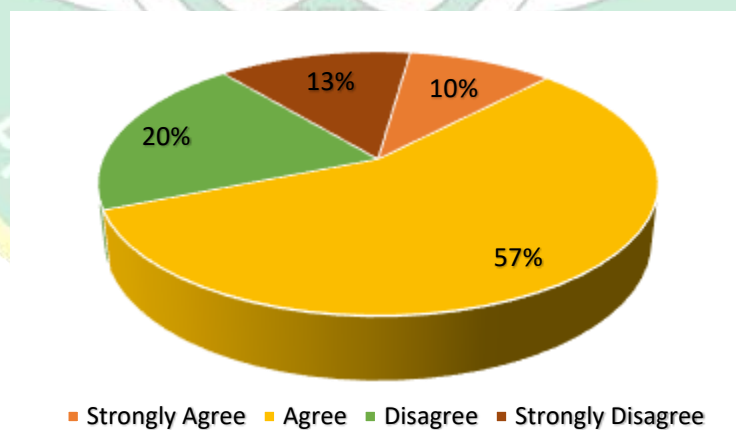
Figure 2 shows that more than half of the students agree that Describe and Draw Game was easy to use and easy to follow. Moreover, 10% (achieved by 3 students) chose strongly agree and 57% (achieved by 17 students) said they agree that this game was indeed easy to follow. In other words, there were almost no difficulties that they found, not even need a long explanation to give

instructions from this game, they could follow and understand it well. However, 20% (achieved by 6 students) still experienced difficulties, so not all students can follow this game easily. In addition, 13% (achieved by 4 students) answered strongly disagree, which can be interpreted that they had great difficulty understanding and following the game. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
2	Describe and Draw is easy to do	4	3	12
		3	17	51
		2	6	12
		1	4	4

Based on the data obtained from the respondents, the tendency analysis of student answers is 79/120 x 100 = 66% categorized as good.

Figure 3. Students' Motivation in Speaking English

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
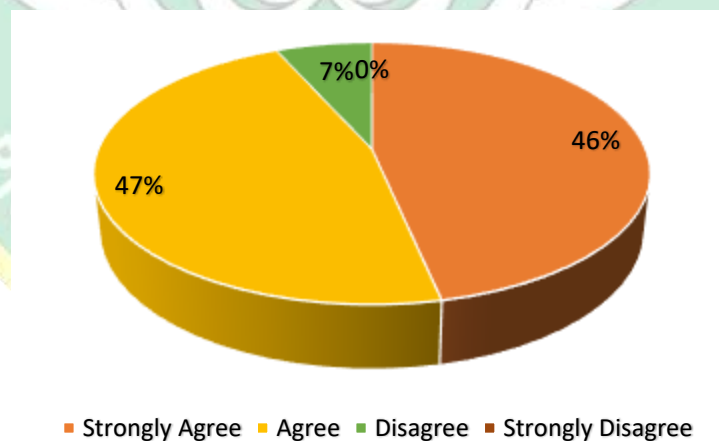
Table 3 shows that almost all students agree that Describe and Draw Game motivated them to speak English. Therefore, they tried to learn and did their best to get better in their speaking skills, with the aim of being able to take part in this game properly and satisfactorily. The amount of 46% (achieved by 14 students) chose strongly agree and 47% (achieved by 14 students) answered

agree. The game's contribution in the students' sepaking was good, especially in the students' interest in trying to speak English who initially had no enthusiasm to do so until they spontaneously enjoyed the process. However, it cannot be denied that there were still 7% (achieved by 2 students) who did not feel any motivation through the activity, so they chose the disagree option. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
3	Describe and Draw Game inspires me to speak a lot in class	4	14	56
		3	14	42
		2	2	4
		1	0	0

Based on the data obtained from the respondents, the tendency analysis of student answers is 102/120 x 100 = 85% categorized as very good.

Figure 4. Students' anxiety in Speaking English

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
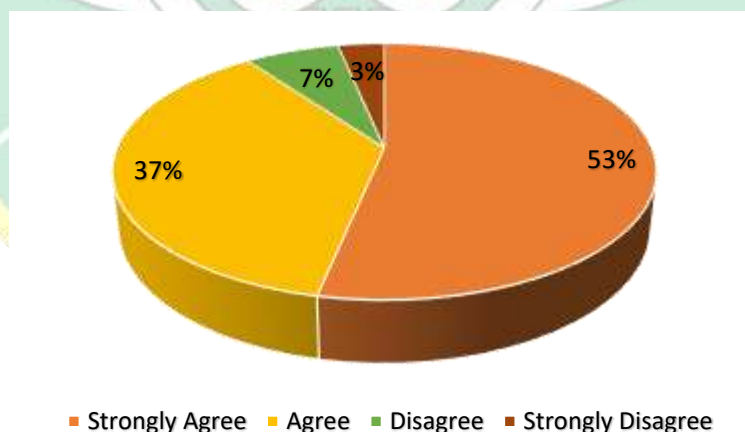
Many students gave a positive evaluation of this statement according to the results of the data in figure 4. A total of 53% (achieved by 16 students) answered strongly agree, plus 37% (achieved by 11 students) agree that Describe and Draw Game could reduce their fear of speaking English. Through this game, they were quite helped and found solutions to overcome the fears

they faced in learning English, especially speaking practice. It can be observed from the students' answers, they dare to practice speaking English when the learning process is comfortable and not stressful. Thus, students' problems when they are afraid of speaking English are found in the classroom conditions and how the teacher provides opportunities for students to have opinions. Various reasons can be, inappropriate learning techniques and unsupportive teachers become obstacles for students to feel uncomfortable trying to speak in class. However, there were 7% (achieved by 2 students) who disagree or it could be said that this activity could not help reduce their anxiety and fear of speaking Englih, even 3% (achieved by 1 student) absolutely believed that this game did not help her at all to reduce her fear. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
4	Describe and Draw Game helps me overcome my fear of speaking English	4	16	64
		3	11	33
		2	2	4
		1	1	1

Based on the data obtained from the respondents, the tendency analysis of student answers is 102/120 x 100 = 85% categorized as very good.

Figure 5. Students' Interest in Learning Material
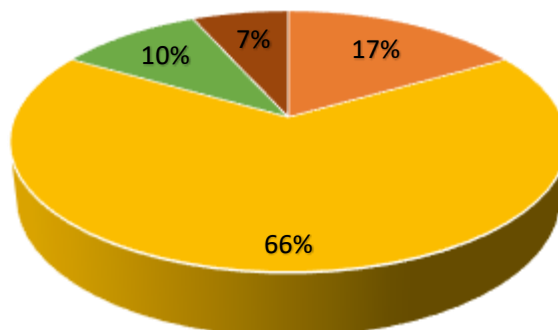
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

The most results in figure 5 were positive answers consisting of 66% (achieved by 20 students) answered agree and 17% (achieved by 5 students) chose strongly agree. They agreed that through Describe and Draw Game their interest in learning material increased. This game could foster students' sense of curiousity, because the game required them to think continuously, so the desire to be able to understand the material getting better. However, there are still 10% (achieved by 3 students) chose disagree and 7% (achieved by 2 students) picked strongly agree in this statement, which means they feel very unhelpful with the use of this game. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
5	Describe and Draw Game makes me more interested in the content being thaught	4	5	20
		3	20	60
		2	3	6
		1	2	2

Based on the data obtained from the respondents, the tendency analysis of student answers is 88/120 x 100 = 73% categorized as good.

Figure 6. Students' Activeness in Class

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
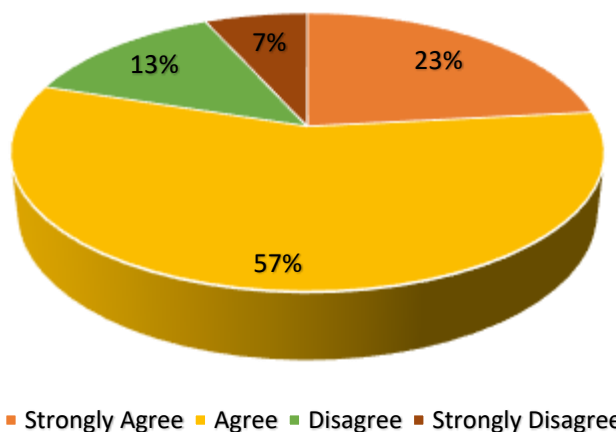
Based on figure 6, 57% (achieved by 17 students) answered agree, 23% (achieved by 7 students) chose strongly agree, 13% (achieved by 4 students) picked disagree, and 7% (achieved by 2 students) selected strongly disagree. A total of 24 students felt that they were more active in class through the Describe and Draw Game. The main activity in this game requires them to speak, so indirectly this activity can provide an opportunity for them to convey what they see in the picture. On the other hand, there were 6 people who felt that this game did not give any results, they did not actively participate in the class. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
6	I feel more active in the class with Describe and Draw Game	4	7	28
		3	17	51
		2	4	8
		1	2	2

Based on the data obtained from the respondents, the tendency analysis of student answers is 89/120 x 100 = 74% categorized as good.

Figure 7. Students' Enjoyness in Learning English
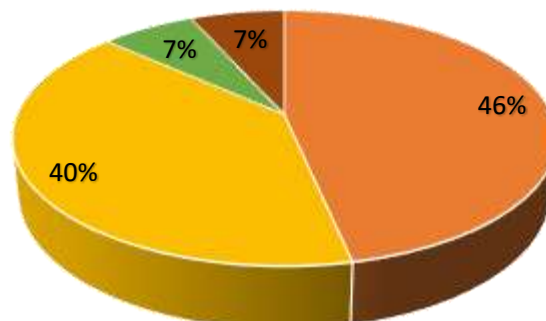
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

The highest answer choice in figure 7 was strongly agree which was amount of 46% (achieved by 14 students). The students were very confident to give an evaluation that through Describe and Draw Game they can enjoy the learning process well, the atmosphere was quite comfortable for them to explore learning and relax. Furthermore, there were 40% (achieved by 12 students) who answered agree, this was also the same as the students who felt enjoyed during the learning process. While the rest, a number of 7% (achieved by 2 students) answered disagree and 7% (achieved by 2 students) selected strongly disagree indicating that they did not feel enjoyment during the learning process using this game. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
7	Learning English with Describe and Draw Game makes me enjoy	4	14	56
		3	12	36
		2	2	4
		1	2	2

Based on the data obtained from the respondents, the tendency analysis of student answers is 98/120 x 100 = 82% categorized as very good.

Figure 8. Students' Interest in Joining Classroom Activity
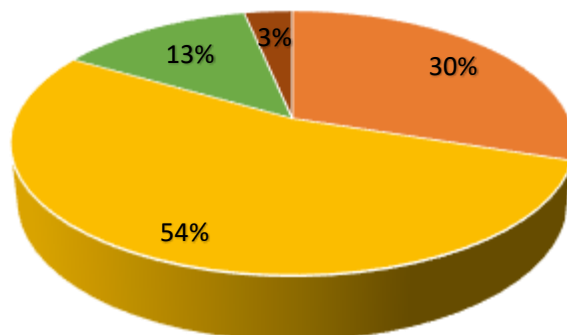
■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree

In figure 8, there were 30% (achieved by 9 students) said they strongly agree and 54% (achieved by 16 students) said they agree, so it can be said that they are interested in participating the learning process when using Describe and Draw Game, it can be said that this game is quite attractive for most students to be used in English learning, especially speaking class. The use of this game is likely to be loved by students because the process is easy and simple, besides that it does not require many properties that need to be used, so students do not feel burdened. However, 13% (achieved by 4 students) said disagree and 3% (achieved by 1 student) said strongly disagree, so it can be said that this game could not help these students in fostering a sense of interest in the learning process, because there is no balance between intrinsic and extrinsic motivation for these students. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
8	Describe and Draw Game makes me interested in joining classroom activity	4	9	36
		3	16	48
		2	4	8
		1	1	1

Therefore, based on the data obtained from the respondents, the tendency analysis of student answers is 93/120 x 100 = 78% categorized as very good.

Figure 9. Students' Interaction in The learning Process
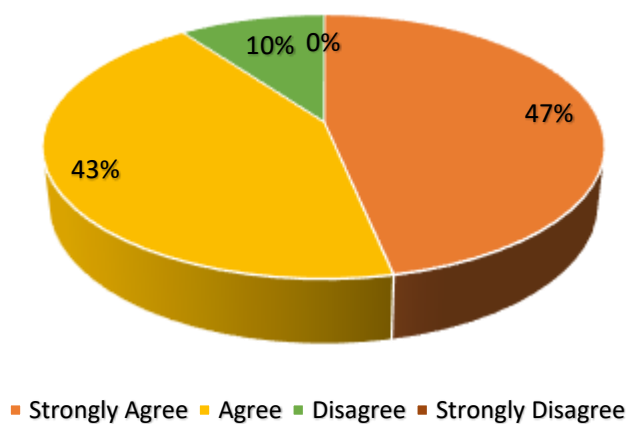
The most choices in figure 9 are in the strongly agree answer with a total of 47% (achieved by 14 students) stating that Describe and Draw Game can help them have better interaction with their friends or the teacher. There were 43% (achieved by 13 other students) who also agree with this statement, this game can help them express opinions more easily, because it facilitates every student to participate without exception. Through this game, the students who were usually silent when the teacher asked questions, now experienced better in term of giving answer during the use of this game in speaking class. They no longer feel inferior and put aside negative thingking on theirself when they want to speak, because of the system of this game that must give instructions quickly. However, there were 10% (achieved by 3 students) who said that there was no significant change in interaction either with or without the game being used in the learning process. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
9	Describe and Draw Game helps me to have a better interaction between my classmate and teacher	4	14	56
		3	13	39
		2	3	6
		1	0	0

To conclude, based on the data obtained from the respondents, the trend analysis of student answers is 101/120 x 100 = 84% categorized as very good.

Figure 10. Can Tire Students
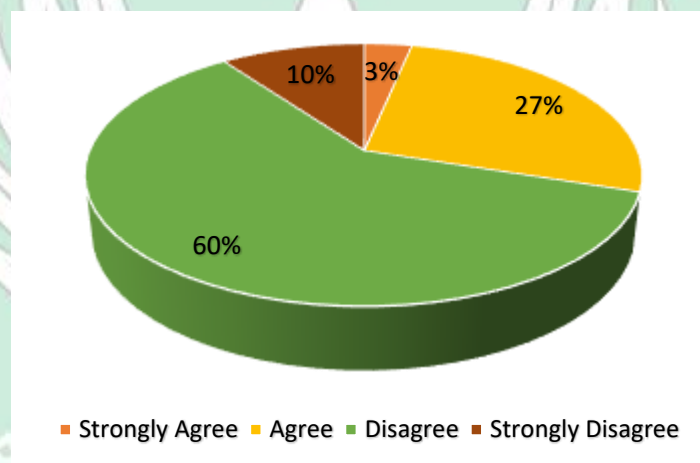
Figure 10 shows that many students disagree that the Describe and Draw Game was tiring for them, in which 60% (achieved by 18 students) chose the answer. Then, there were 10% (achieved by 3 students) who said strongly disagree with this statement, it shows that these students did not feel tired after the learning process, instead they got an atmosphere that was not stressful and did not drain energy. However, there were 27% (achieved by 8 students) who said strongly agree and 3% (achieved by 1 student) said strongly agree, indicating that there were still students who felt tired after the learning process. This needs to be a concern, because it was feared that it can

shake the enthusiasm of students during the learning process. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
10	Describe and Draw is quite tiring for me	4	3	12
		3	18	54
		2	8	16
		1	1	1

Based on the data obtained from the respondents, the tendency analysis of student answers is 83/120 x 100 = 69% categorized as good.

Figure 11. Wasting Time

- Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
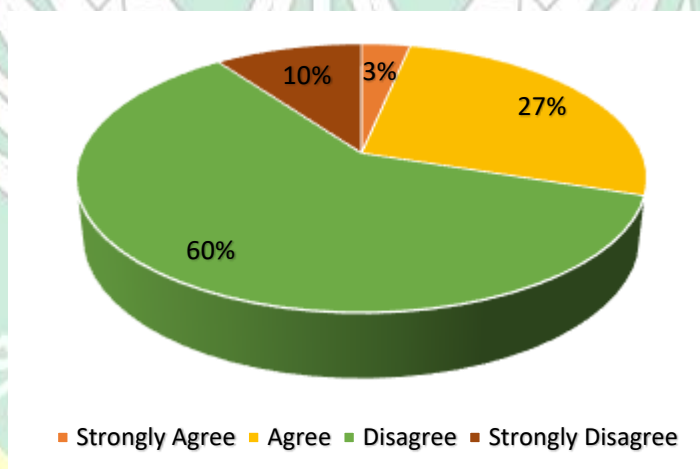
In figure 11, many students said disagree, 60% (achieved by 23 students) think Describe and Draw Game did not take much time, instead this game is worth to try because some of benefits obtained when used to learn English. In addition, there were 27% (achieved by 4 students) who said strongly disagree, because they really believed that the time allocated with their understanding could be balanced, in accordance with the learning target at that time. While there were 10% (achieved by 2 students) said agree and 3% (achieved by 1 student) said strongly agree if this game consumes a lot of

time, so that the learning targets could not be fulfilled optimally. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
11	Describe and Draw Game is wasting time	4	4	16
		3	23	69
		2	2	4
		1	1	1

Based on the data obtained from the respondents, the tendency analysis of student answers is 90/120 x 100 = 75% categorized as good.

Figure 12. Students Gets Bored

- Strongly Agree ▪ Agree ▪ Disagree ▪ Strongly Disagree
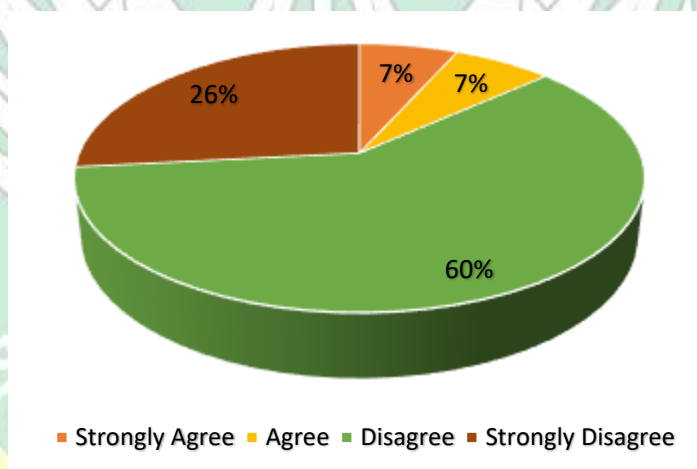
Based on figure 12 shows that the most of student said disagree which was amount of 60% (achieved by 18 students), 26% (achieved by 8 students) picked strongly disagree, 7% (achieved by 2 students) chose agree, and 7% (achieved by 2 students) selected strongly agree. It can be concluded that most students respond that Describe and Draw Game was not boring, because the game activity were quite varied, the atmosphere of the class bacame more fun so that the students' mood will be happy and enjoy to follow

each step of the game until it is finished. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
12	Describe and Draw Game makes me fell bored	4	8	32
		3	18	54
		2	2	4
		1	2	2

Based on the data received from the respondents, the tendency analysis of student answers is 92/120 x 100 = 77% categorized as very good.

Figure 13. Difficult to Understand the Instructions
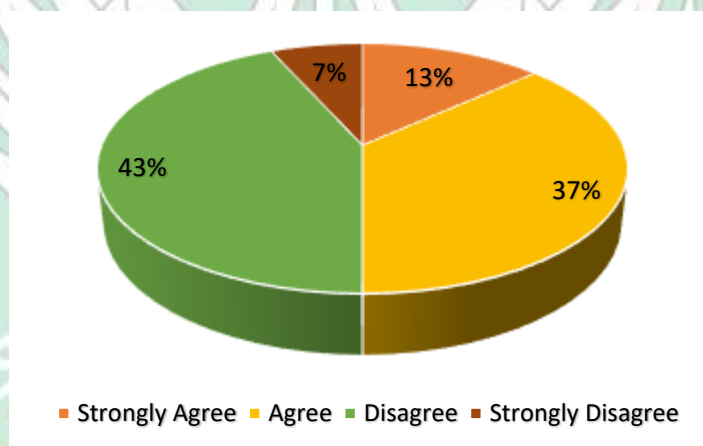
Figure 13 shows that 13% (achieved by 4 students) said strongly agree, 37% (achieved by 11 students) said agree, 43% (achieved by 13 students) said disagree, and 7% (achieved by 2 students) said strongly disagree. It means students who feel they can understand the instructions conveyed by their friends produce a balanced choice. This is the core of the Describe and Draw Game, because the success of the team is determined by whether the instructions are clear or not. Therefore, if there are unclear instructions, it can affect the results of team work. This statement has the potential to get a variety of responses due to different skills differences

between students. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
13	I find it difficult to understand my friend intructions in Describe and Draw Game	4	2	8
		3	13	39
		2	11	22
		1	4	4

Based on the data obtained from the respondents, the tendency analysis of student answers is 73/120 x 100 = 61% categorized as good.

Figure 14. Does Not Help Students' Speaking Skill
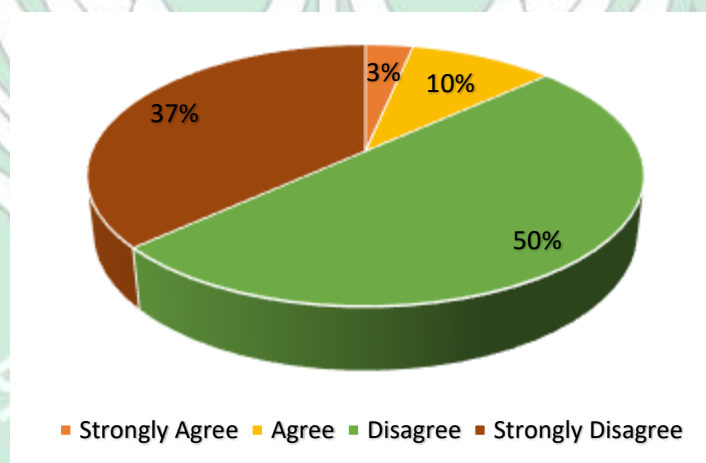
It can be seen in figure 14 that 3% (achieved by 1 student) said strongly agree, 10% (achieved by 3 students) said agree, 50% (achieved by 15 students) said disagree, and 37% (achieved by 11 students) said strongly disagree. The results indicated that most of students felt that Describe and Draw Game made their speaking skill better. This is a good experience to attract students' learning enthusiasm for speaking performance at the next meeting. Through this game, they can find out how far their pronunciation and vocabulary skills are, so they can learn many things and further improve their speaking skills. Thus, the activities in this game helped them to learn

speaking practice more easily. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
14	Describe and Draw Game does not help much in my speaking skill	4	11	44
		3	15	45
		2	3	6
		1	1	1

Based on the data obtained from the respondents, the tendency analysis of student answers is 96/120 x 100 = 80% categorized as very good.

Figure 15. Class Conditions
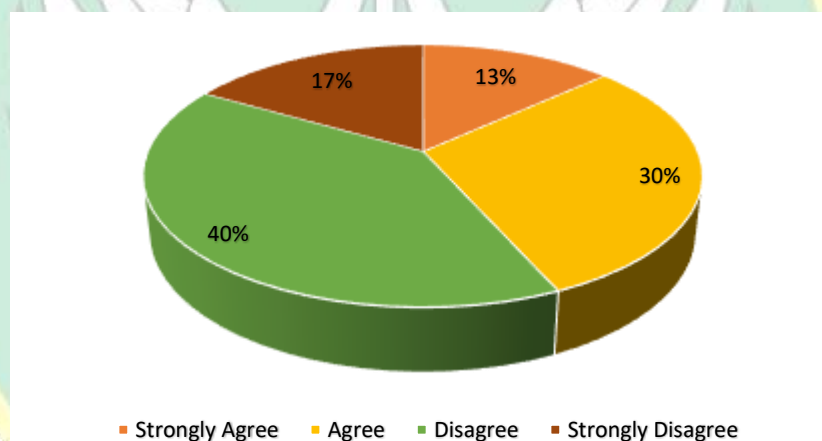
Figure 15 displays the results of 13% (achieved by 4 students) said strongly agree, 30% (achieved by 9 students) said agree, 40% (achieved by 12 students) said disagree and 17% (achieved by 5 students) said strongly disagree. The results explained that the majority of students said the Describe and Draw Game can cause the classroom atmosphere to become crowded and chaotic, so it is enough to disturb other classes with close proximity. This can happen because students have to answer quickly and loudly in order to be heard well by the drawer, when the picture is completed faster and more precisely then the possibility of becoming a winner is bigger, therefore

students compete each other. Meanwhile, some other students said this game was still a safe stage and the atmosphere could still be controlled. Then, for data categorization can be reviewed in the column below:

No	Statement	Scale	Students' quantity	Frequency
15	Describe and Draw Game makes the classroom atmosphere chaotic	4	5	20
		3	12	36
		2	9	18
		1	4	4

Based on the data obtained from the respondents, the tendency analysis of student answers is 78/120 x 100 = 65% categorized as good.

B. Discussion

A pleasant classroom atmosphere can be an effort to maintain student attention in learning materials, which can be achieved by doing fun learning activities such as using game. This is supported by Westwood, et al. (1979) in Zulfikar (2013) proposes that games can be used to hold attention as the basis for language simulation. One of the example is Describe and Draw Game which is recommended for learning English, especially speaking skills (Andrew, et al. 2006). This game tried students arrange the words to describe a picture, while another student draw based on they heard without looking the original picture. Students find it easier to understand the material like in *figure 1*, since people learn roughly 10% from listening and 80% from seeing. More significantly, people are claimed to remember more than 50% of what they see and hear, compared to only approximately 20% of what they hear (Heinich & Molenda, 1993). This is an extraordinary acquirement which shows the students genuinely love this game, Altough in the reality English is difficult to obvious for them because it is not their mother tongue. (Penny Ur, 1996).

Even though learning English is quite difficult, the existence of Describe and Draw Game can be a way for students to learn English easier. This game

is an interesting solution that can be used by English teachers, especially in training students' speaking skills, because it is easy to do. Students only need to explain the picture's details to their friends, so there is a bigger chance of students to like it. Through the simple steps of the activity, everyone thinks this game are not complicated and easy to follow. Additionally, this game serves a number of criteria that must be confronted while teaching speaking, including create fun activity, entertaining social learning, and maintaining small groups of no more than five or six students (Westwood, et al. 1979) in Zulfikar (2013). So, it is not surprising that the acquisition of data shows a positive response from students as in *figure 2* which says this game is easy to use with presentation results of 66% being categorized as good. This game does not require a lot of property and also preparation for students so they do not feel difficult and burdened, unless it is only in the form of pictures or projector prepared by the teacher (Huda, 2015). Therefore, students have no reason to refuse in joining this game.

Students tend to enjoy following class activity which they think are fun and exciting. While, Describe and Draw Game has a fun nature, so it can address students' emotional needs and provide an opportunity to turn negative emotions into positive experiences (Lui, 2013). It can be seen in *Figures 3&7*, where both of them produced a very good category with a detailed percentage of 85% of the items stating that this game inspired them to speak English and a percentage of 82% in terms of students' enjoyment. These outcomes show that this game motivates students to speak more and enjoy themselves during the English class. The reason is that the real learning takes place when the students in a relaxed atmosphere participate in activities that require them to use what they have been drilled on (Fauzaiti, 2010). Teachers must be aware of the climate in the classroom, not only focusing on learning targets, but also important to attract students' excitement in the subject matter. When they feel happy and can be involved well in class, it automatically makes their learning experience enjoyable, so that the process of capturing information is also easier. Therefore, it is crucial to set the students' moods in a positive direction,

because this will subsequently shape their perception of how nice the class is. It is easy to get students interest in the learning process when they are feeling comfortable.

It is visible in *figures 5&8*, the data collection demonstrates that this Describe and Draw Game stimulates students' interest in learning the subject material, with a presentation rating of 73% rated as very good and interest in attending English class with a percentage of 78% rated as good. Therefore, it shows that games can boost motivation and interest (Ting Li, 2018), especially since this game provides use of a variety of pictures that can serve as special resources for learners who prefer use of visual aids in the learning process. Furthermore, since they have to guess different pictures in each session without seeing the original picture, students can be kept from becoming bored while studying when various pictures are used (Harmer, 2007). Along with that, this game helps students become more creative, curious, and spontaneous language use (Chen, 2005), as a result of having to figure out how to give their friends instructions in English that can be both quick and easy to understand, so that the desire to learn grows and the outcomes are not disappointing.

When speaking a foreign language in class, students are frequently scared of the attention their speech attracts, fearful of criticism, and afraid of looking foolish (Penny Ur, 1996). To overcome those anxiety, this game could be a way in helping students (Chen, 2005). As in *figure 4* students agree that this game can help them get over their English language anxiety with the percentage of 85% in the very good category. In addition, the students gave a positive perception with a percentage of 84% in the very good category for item which stated that this game provides a sense of comfort so that they can overcome their fear to speak and have better involvement between their classmates and teacher as in *figure 9*. The activities contained in the Describe and Draw Game are one of the cooperative learning technique that promote student involvement in the classroom (Apiyanti & Ayu, 2020). Another study by Flores (2015) observes that some of the games anvantages are making students more active, directly involved and motivated in learning. Therefore, in *figure 6* students

agree that this game made them more active in class with percentage gain of 74% was earned in the good category. Furthemore, with the overall results, it can be concluded that students' perceptions of Implementation Describe and Draw Game in speaking skill was good.

However, there are some students also have conflicting opinions on each statements provided. This can be caused by several internal factors such as attention or focus, desire expectations, interests, and personalities. Meanwhile, external factors can be family background, intensity, and information obtained (Toha, 2003). When viewed from the diversity of where the students live, the things mentioned can occur, considering that they do not only come from one area, but from Java and outside Java which influenced the accent. In addition, there some who live in boarding school and outside which have different access on social media in looking for several sources which influenced the vocabulary mastery to obtain information during the learning process. Consequently, the students who can understand this game better give a positive perception and vice versa. If students have a good understanding of a concept (cognitive aspect), then they will most likely have a positive attitude towards learning (affective aspect) and tend to take actions that support learning (conative aspect) (Barone and Byrne, 1991). The existence of individual knowledge, the presence of individual experience with the object of their perception, as well as the individual's experience with the object viewed, are the causes of the creation of a positive perception of a person. Meanwhile, because they do not receive the expected gratification, negative perceptions develop.

In the learning process, the roles between teachers and students must be balanced. Just like in the Describe and Draw Game, the teacher is a supporting factor for the process to be successful, because if the class and instructions are unclear and monotonous, it cannot change the student's mood to be enthusiastic for learning (Kasmi & Indah in Meldrum & Clanfield, 2017). In order to get used the model for learning used with the content that is provided, teachers must be creative and sensitive to the conditions in the classroom. One of them is the employment of the teaching model that is describing picture, as it can

help students develop their imaginative abilities. Pictures are one of the visual aids that can be used in speaking classes because the majority of people are visually oriented (Heinich & Molenda, 1993). The diversity of media, including the use of pictures in this game, is delighted students continually. It adds intrigue and can be used to set up scenarios for a better option in speaking class. Although there are still some students in *figure 12* who agree that the Describe and Draw Game is boring, there are also many students who have a positive perception of the statement, with a percentage of 77%, which is included in the category of very good. As a result, if the teacher is successful in putting this game into practice, it can have a benefit on lifting students' emotions throughout the learning process so they don't get bored easily.

The student's energy is something else to consider. When students are tired, they become less focused and learn the subject improperly. Students can become burned out practicing this game because they are continuously communicating with one another. Since they have to speak loudly entire the game, because the students sit back to back or stand with quite a distance between them and the drawer that is in front of the board (Wright et al.). So, the internal factors such as physical condition and focus (Toha, 2003) can influence students' perceptions. Therefore, the teacher must be skilled at recognizing when students look unmotivated and tired by giving appreciation and praise as reinforcements in order to boost the level of satisfied achieved, so that students eager to get back to speaking activities (Westwood, et al. 1979) in Zulfikar (2013). The results of the acquisition in *figure 10* which stated that this game was tiring for them, got a percentage of 69% in the good category, where they disagree that this game was exhausting. However, it depends on the teacher in controlling the game, the more structured the better will be. Thus, it can be said that this game is included in the activity qualifications that are suitable for speaking class.

Speaking is challenging because it calls for developing a message that others can understand and delivering it with the proper stress, intonation, and pronunciation (Lindsay & Knihght, 2006). Since instruction from a group of

friends is the main determinant of success in this game, the delivery of good instructions has a great influence on the game by paying attention to vocabulary and pronunciation (Carthy, et al. 2010). A deficiency in theme-related vocabulary could also obstruct the successful transmission of messages. Because they have trouble understanding what their peers are trying to explain to them, students may end up misrepresenting about where and what things are in the picture. A half of students said they found it difficult to understand their friends' instructions as shown in *figure 13* which got a percentage of 61%. It is similar with previous research written by (Pratiwi & Ayu, 2020) which also found that students had trouble understanding the instructions. Thus, this issue offer a chance for teachers to enhance their processes and evaluations. This can be caused by various obstacles mentioned by Penny Ur (1996) such as the students worried to make mistakes, don't have any idea what to say, and English is not their mother tongue. They feel more secure when speaking their mother tongue, therefore speaking a foreign language to one another seems awkward. It can be challenging for certain students, especially those with less motivated or disciplined ones, to stick with their target language while they are speaking in pairs.

It can be addressed by ensuring students remember what they practiced, not just what they heard. Therefore, hands-on practice is better than just hearing the teacher explain in class. As can be seen from the students' perceptions in *figure 14*, they disagree that the Describe and Draw Game did not help them in their speaking skills. Instead, the result acquired is very good category with a percentage of 80%, which shows that the game is suitable to be used in helping students' speaking class. Therefore, the earlier studies which found that Describe and Draw Game can help students' speaking skill were valid, for instance as stated by Nurmaghfira (2018) who also explained in her findings that this game was useful for students' speaking skill. So, this game can be an interesting choice as a teaching technique for teachers out there. While, according to Chen (2005) students become very enthusiastic when learning using games. However, if they cannot control the class situation, it can make

the class chaotic and wasting a lot of time. Thus, teachers and students must work together to control the classroom's atmosphere as best as possible, so that the learning target can be achieved optimally. The results can be seen in *figures 11 & 15*, both categories are included in the good perception with the percentage of 75% and 65%. So, it can be said that the number of students and the teacher's involvement in directing the game's flow determine how chaotic a class is. Teachers need to use caution while applying this geme because it has the potential to create a chaotic classroom environment.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter presents conclusions which function to highlight research findings and provide a summary of research findings that represent the entire content so that the results of the data analysis obtained can be conveyed well and comprehensively. Meanwhile, the suggestions offer a number of recommendations related to this research, especially to several aspects involved such as teachers, students and future researchers regarding Students' Perception of Describe and Draw Game Implementation in speaking skill.

A. Conclusion

Since learning a language is difficult, teachers currently face an important problem in figuring out ways to ensure the students can actively participate and keep their interest. Describe and Draw Game seen to be appropriate in teaching transactional speaking because through this game the students are stimulated to speak. The data shows that some of students liked this game and some others did not. Each student has different skills and different background, thus it stands to reason that the experiences they have and the perceptions they form will likewise also be different. The students gave positive responses of several statements in the questionnaire with the mean outcomes (75.61%), including helped them understand the material more easily (81%), was simple to use (66%), inspired them to speak English (85%), helped them get over their anxiety (85%), empowered their interest to attend class (78%) and study the material (73%), made them feel more active (74%) and enjoy themselves (75%), helped them interact well with their classmates and teacher (84%), did not make them tired (78%), did not boring (77%) or even waste of time (75%), and it also boosted their speaking skills (80%).

However, there are a number of obstacles that make students feel uncomfortable and express negative perceptions, such as their inability to understand their friends' instructions when they are describing details of the pictures (61%). In addition, students claim that this game makes the

environment be noisy (65%). Those results can illustrate that there are no students who truly dislike this game, it is just that there are factors that make them uncomfortable. Since most of the percentage of student responses displayed good outcomes, it means that students' perceptions of implementation Describe and Draw Game were positive. Therefore, this teaching technique worthwhile to keep practicing in speaking class.

B. Limitation of Study

It is sufficient to realize that there are several limitations in this research. The subject, setting, and method of data collection all have a significant consequences on the results. There are some of study's limits, such as location was only done in one school, making it unable to generalize the students' perception; the study only focuses on particular academic year, so there is no assurance that the findings will be the same for students in previous or following generations; there are barriers to discuss students' perception in further detail because only questionnaires were used for collecting the data; the participants in this study were only English club members with a small number of students, so the results can be different if the survey is conducted in a larger class; and the focus of this research is on students' speaking skills, so when compared with other active skills like writing the result can also be different.

C. Suggestions

In this section, some advice is provided to organizations related to those that can help them achieve their goal of making improvements to their processes, including:

1. For the teacher

The teaching technique in this course is quite beneficial for ECC members, some students find it helpful in making their speaking skills better. For this reason, it is recommended to maintain quality and keep improving the innovation of teaching English in line with currently subject matter. Also, the teacher has good classroom management skills, all the

teacher needs to do is give the students an overview of the game such as giving them pictures or theme that are nearly identical to those that will be described in meeting a few days later, so that the students have practice speaking before the course begins. In addition, the teacher can provide explainers and drawers the chance to consult the dictionary in order to ensure that both parties are aware of the meaning.

2. For the students

Students are expected to join the English Conversation Club (ECC) as school's facility for students who want to learn English more frequently. The environment and people who have the same goals can make it easier for them to learn English better. Therefore, by joining this club, students can receive feedback more often, which can aid in their progress as English language learners, particularly in terms of speaking skills. Students must also consistently practice continually and attend the entire meetings on a regular schedule.

3. For further researches

There are still gaps in this study that could be the issue of future research. Thus, following research can use this study as a reference. Further researchers are suggested to carry out further in-depth research on students' perceptions of Implementation Describe and Draw Game in speaking skills. Considering that there are still many limitations exist, future researchers can conduct the same field of research by creating a questionnaire based on other theories, conduct interviews to learn more specifically about the students' perceptions, and conduct research in other locations to gather a variety of new phenomena according to the conditions of students in that school.

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APPENDICES

Appendix 1. Questionnaire Instrument

No	Statement	Degree of Agreement			
		SA	A	D	SD
1	Describe and Draw Game helps me better understand the material				
2	Describe and Draw is easy to do				
3	Describe and Draw Game inspires me to speak a lot in class				
4	Describe and Draw Game helps me overcome my fear of speaking English				
5	Describe and Draw Game makes me more interested in the content being thaught				
6	I feel more active in the class with Describe and Draw Game				
7	Learning English with Describe and Draw Game makes me enjoy				
8	Describe and Draw Game makes me interested in joining classroom activity				
9	Describe and Draw Game helps me to have a better interaction between my classmate and teacher				
10	Describe and Draw is quite tiring for me				
11	Describe and Draw Game is wasting time				
12	Describe and Draw Game makes me feel bored				
13	I find it difficult to understand my friend intructions in Describe and Draw Game				
14	Describe and Draw Game does not help much in my speaking skill				

15	Describe and Draw Game makes the classroom atmosphere chaotic				

Likert Scale Scores:

No	Statement		Scale	
			Positive	Negative
1	Strongly Agree	SA	4	1
2	Agree	A	3	2
3	Disagree	D	2	3
4	Strongly Disagree	SD	1	4
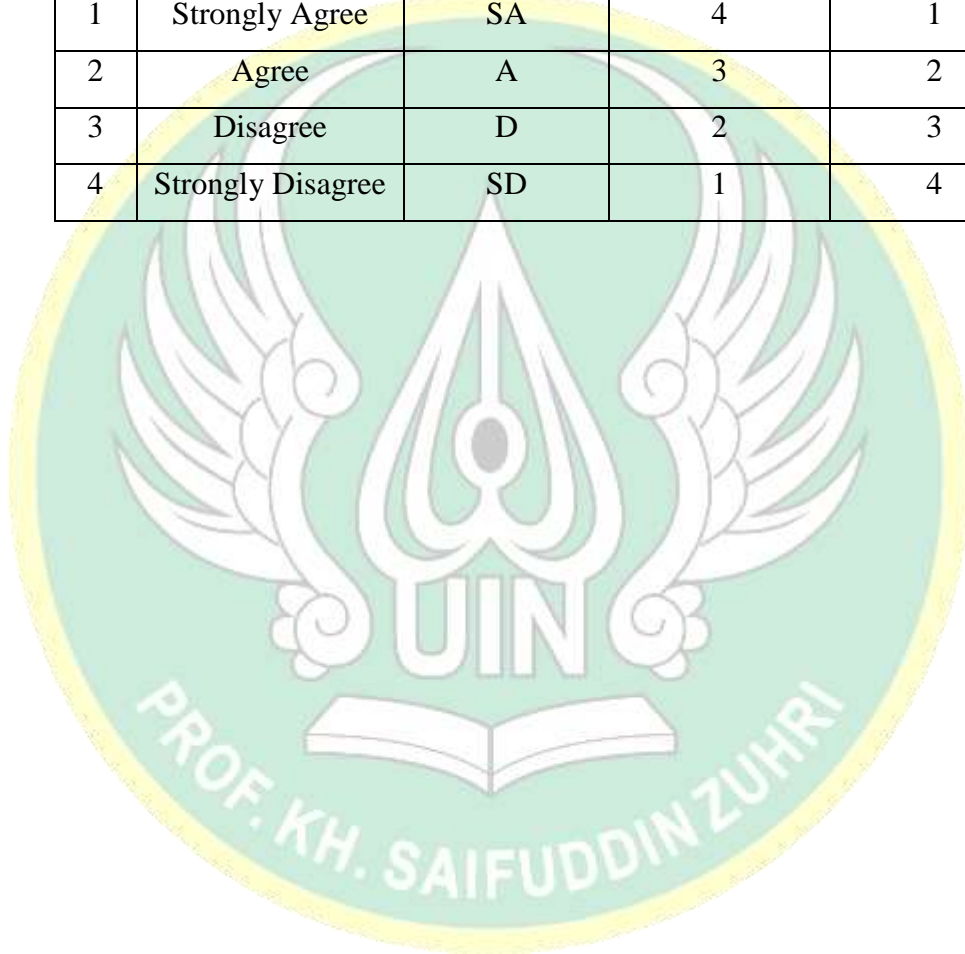
Appendix 2. Expert Validation

SURAT KETERANGAN VALIDASI

Yang bertanda tangan di bawah ini:

Nama   : Desi Wijayanti Ma'rufah, M.Pd.

Instansi   : FTIK UIN Professor K.H. Saifuddin Zuhri

Jabatan   : Ketua Program Studi Tadris Bahasa Inggris

Telah memeriksa instrumen penelitian berupa lembar kuesioner yang akan digunakan dalam penelitian skripsi dengan judul **"Students Perception on Implementing *Describe and Draw Game* in Speaking Skill at English Conversation Club (ECC) MA Raudlatul Ulum Pati"** oleh:

Nama   : Siti Usrul Khotimah

NIM   : 1917404067

Program Studi : Tadris Bahasa Inggris

Berdasarkan hasil pemeriksaan instrumen ini, menyatakan bahwa instrumen tersebut ~~valid~~ dapat digunakan dengan revisi beberapa hal.

Demikian Surat Keterangan Validasi ini dibuat, untuk dipergunakan sebagaimana mestinya.

Purwokerto, 14 Juli 2023

Validator

Desi Wijayanti Ma'rufah, M.Pd.
NIP. 199212152018012003

III

Appendix 3. Letter of Research Approval

مؤسسة روضة العلوم الإسلامية

YAYASAN PENDIDIKAN ISLAM RAUDLATUL ULUM GUYANGAN
MADRASAH ALIYAH RAUDLATUL ULUM
(TERAKREDITASI "A" BAN - S/M & MUADALAH AL AZHAR CAIRO MESIR)

Sekretariat : Guyangan-Trangkil-Pati-Jawa Tengah, Kode Pos : 59153, Telp. (0295) 471701 Fax. (0295) 471701
E-mail : assuyuthiyyah@gmail.com, website : http://www.ypruguyangan.com

SURAT KETERANGAN
NOMOR: 16/Maypru.09/PP.00.6/08/2023

Yang bertanda tangan di bawah ini;

Nama	: Drs. H. Najib, M.Ag.	
NIP	: 196407101994031004	
Pangkat/Gol	: Pembina/IV a	
Jabatan	: Kepala Madrasah	
Instansi	: MAS. Raudlatul Ulum Guyangan	

Menerangkan bahwa;

Nama	: SITI USRUL KHOTIMAH
NIM	: 1917404067
Prodi	: Tadris Bahasa Inggris UIN Prof. K.H. Saifuddin Zuhri Purwokerto

Telah melakukan penelitian guna penyusunan skripsi mulai tanggal 1 Agustus 2023 s/d 15 Agustus 2023 dengan judul *"STUDENTS PERCEPTION ON IMPLEMENTING DESCRIBE AND DRAW GAME IN SPEAKING SKILL AT ENGLISH CONVERSTATION CLUB (ECC) MA. RAUDLATUL ULUM PATI"*

Demikian Surat Keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.

Pati, 22 Agustus 2023
MA. Raudlatul Ulum
Kepala

Drs. H. Najib, M.Ag.

IV

Appendix 4. Questionnaire Results

QUESTIONNAIRE INSTRUMENT

No	Statement	Degree of Agreement			
		SA	A	D	SD
1	Describe and Draw Game helps me better understand the material		✓		
2	Describe and Draw is easy to do			✓	
3	Describe and Draw Game inspires me to speak a lot in class	✓			
4	Describe and Draw Game helps me overcome my fear of speaking English	✓			
5	Describe and Draw Game makes me more interested in the content being thaught			✓	
6	I feel more active in the class with Describe and Draw Game		✓		
7	Learning English with Describe and Draw Game makes me enjoy		✓		
8	Describe and Draw Game makes me interested in joining classroom activity		✓		
9	Describe and Draw Game helps me to have a better interaction between my classmate and teacher			✓	
10	Describe and Draw is quite tiring for me			✓	
11	Describe and Draw Game is wasting time			✓	
12	Describe and Draw Game makes me fell bored			✓	
13	I find it difficult to understand my friend intructions in Describe and Draw Game		✓		
14	Describe and Draw Game does not help much in my speaking skill			✓	
15	Describe and Draw Game makes the classroom atmosphere chaotic		✓		

QUESTIONNAIRE INSTRUMENT

No	Statement	Degree of Agreement			
		SA	A	D	SD
1	Describe and Draw Game helps me better understand the material	✓			
2	Describe and Draw is easy to do	✓			
3	Describe and Draw Game inspires me to speak a lot in class		✓		
4	Describe and Draw Game helps me overcome my fear of speaking English		✓		
5	Describe and Draw Game makes me more interested in the content being thaught		✓		
6	I feel more active in the class with Describe and Draw Game	✓			
7	Learning English with Describe and Draw Game makes me enjoy	✓			
8	Describe and Draw Game makes me interested in joining classroom activity	✓			
9	Describe and Draw Game helps me to have a better interaction between my classmate and teacher		✓		
10	Describe and Draw is quite tiring for me				✓
11	Describe and Draw Game is wasting time				✓
12	Describe and Draw Game makes me fell bored			✓	
13	I find it difficult to understand my friend intructions in Describe and Draw Game				✓
14	Describe and Draw Game does not help much in my speaking skill				✓
15	Describe and Draw Game makes the classroom atmosphere chaotic				✓

QUESTIONNAIRE INSTRUMENT

No	Statement	Degree of Agreement			
		SA	A	D	SD
1	Describe and Draw Game helps me better understand the material		✓		
2	Describe and Draw is easy to do		✓		
3	Describe and Draw Game inspires me to speak a lot in class	✓			
4	Describe and Draw Game helps me overcome my fear of speaking English				✓
5	Describe and Draw Game makes me more interested in the content being thaught		✓		
6	I feel more active in the class with Describe and Draw Game				✓
7	Learning English with Describe and Draw Game makes me enjoy			✓	
8	Describe and Draw Game makes me interested in joining classroom activity		✓		
9	Describe and Draw Game helps me to have a better interaction between my classmate and teacher		✓		
10	Describe and Draw is quite tiring for me			✓	
11	Describe and Draw Game is wasting time				✓
12	Describe and Draw Game makes me fell bored			✓	
13	I find it difficult to understand my friend intructions in Describe and Draw Game		✓		
14	Describe and Draw Game does not help much in my speaking skill		✓		
15	Describe and Draw Game makes the classroom atmosphere chaotic		✓		

QUESTIONNAIRE INSTRUMENT

No	Statement	Degree of Agreement			
		SA	A	D	SD
1	Describe and Draw Game helps me better understand the material		✓		
2	Describe and Draw is easy to do		✓		
3	Describe and Draw Game inspires me to speak a lot in class		✓		
4	Describe and Draw Game helps me overcome my fear of speaking English	✓			
5	Describe and Draw Game makes me more interested in the content being thaught			✓	
6	I feel more active in the class with Describe and Draw Game		✓		
7	Learning English with Describe and Draw Game makes me enjoy		✓		
8	Describe and Draw Game makes me interested in joining classroom activity		✓		
9	Describe and Draw Game helps me to have a better interaction between my classmate and teacher	✓			
10	Describe and Draw is quite tiring for me			✓	
11	Describe and Draw Game is wasting time				✓
12	Describe and Draw Game makes me fell bored			✓	
13	I find it difficult to understand my friend intructions in Describe and Draw Game		✓		
14	Describe and Draw Game does not help much in my speaking skill				✓
15	Describe and Draw Game makes the classroom atmosphere chaotic			✓	

QUESTIONNAIRE INSTRUMENT

No	Statement	Degree of Agreement			
		SA	A	D	SD
1	Describe and Draw Game helps me better understand the material	✓			
2	Describe and Draw is easy to do		✓		
3	Describe and Draw Game inspires me to speak a lot in class	✓			
4	Describe and Draw Game helps me overcome my fear of speaking English	✓			
5	Describe and Draw Game makes me more interested in the content being thaught		✓		
6	I feel more active in the class with Describe and Draw Game	✓			
7	Learning English with Describe and Draw Game makes me enjoy	✓			
8	Describe and Draw Game makes me interested in joining classroom activity		✓		
9	Describe and Draw Game helps me to have a better interaction between my classmate and teacher	✓			
10	Describe and Draw is quite tiring for me			✓	
11	Describe and Draw Game is wasting time				✓
12	Describe and Draw Game makes me fell bored				✓
13	I find it difficult to understand my friend intructions in Describe and Draw Game			✓	
14	Describe and Draw Game does not help much in my speaking skill				✓
15	Describe and Draw Game makes the classroom atmosphere chaotic				✓

Appendix 5. Pictures Used in the Describe & Draw Game

Forest Fires

Summer Holiday

School Canteen

Road Side

New Year Celebration

Farmers Market

Thunder Storm

Acccident Rescue

Rain Storm

Family and Their Pets

Appendix 6. Documentation

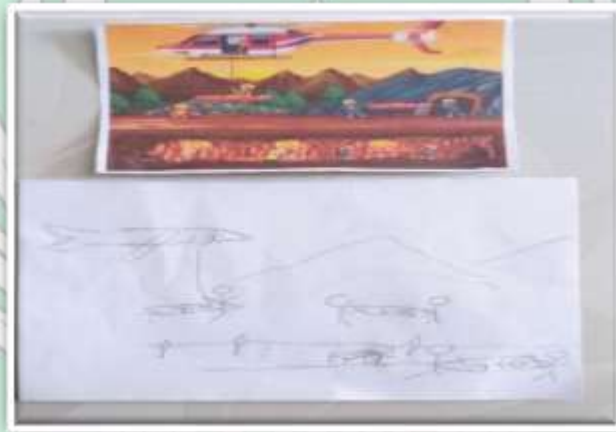An explanation of how to complete the questionnaire

Results of students' drawings in the Describe and Draw Game

Results of students' drawings in the Describe and Draw Game

Results of students' drawings in the Describe and Draw Game

Results of students' drawings in the Describe and Draw Game

The process of filling out questionnaire by students

Appendix 7. Computation Outcomes

Respondents	Statements														
	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	S11	S12	S13	S14	15
R1	4	4	3	4	4	4	4	3	4	2	3	3	3	3	3
R2	3	2	3	4	3	3	3	3	3	1	3	4	2	3	2
R3	4	4	3	3	2	3	3	3	3	3	3	2	2	3	4
R4	3	3	4	1	3	1	2	3	3	3	4	1	1	2	1
R5	4	3	3	4	3	3	4	4	3	3	3	3	2	3	4
R6	4	3	3	2	3	3	3	3	3	3	3	4	2	4	3
R7	3	3	3	4	3	3	3	3	4	3	3	3	1	3	3
R8	3	3	4	3	3	4	4	4	3	3	3	4	3	4	3
R9	2	3	4	4	2	4	3	3	3	3	4	3	2	3	2
R10	4	3	3	3	4	3	4	4	3	3	3	3	3	3	3
R11	4	3	4	4	3	3	4	2	4	2	3	3	3	3	3
R12	4	1	3	3	3	3	4	3	4	4	3	3	3	4	2
R13	4	3	3	4	4	3	4	4	3	3	3	4	4	3	3
R14	4	3	3	4	3	4	1	3	4	2	3	3	1	3	4
R15	3	1	4	4	3	2	4	3	4	4	1	3	3	3	3
R16	3	1	4	4	3	3	4	3	4	3	3	3	3	4	3
R17	3	1	4	4	3	3	4	3	4	3	3	3	3	4	3
R18	2	4	4	4	3	4	1	1	3	3	3	3	2	3	1
R19	3	3	2	3	3	2	3	2	2	2	4	3	3	3	2
R20	3	2	3	3	3	3	4	4	4	2	3	4	3	4	4
R21	3	3	4	4	4	3	3	4	4	4	3	3	3	2	2
R22	3	3	3	3	3	2	2	2	2	2	3	3	4	4	2
R23	3	2	4	3	1	2	3	2	4	3	4	1	2	1	3
R24	3	3	4	2	4	3	3	4	3	3	3	2	2	4	3
R25	3	2	3	4	3	3	3	4	3	3	3	4	3	4	2
R26	3	3	4	4	3	4	4	3	3	3	3	3	2	4	2
R27	3	2	4	4	1	1	3	3	4	2	2	3	1	2	1
R28	3	4	3	3	3	4	4	4	4	3	3	3	2	3	4
R29	3	2	3	3	3	4	4	3	4	3	3	4	3	4	1
R30	3	2	3	3	2	2	3	3	2	2	2	4	2	3	2
Total	97	79	102	102	88	89	98	93	101	83	90	92	73	96	78
Maximum Score	120	120	120	120	120	120	120	120	120	120	120	120	120	120	120
Percentage	81%	66%	85%	85%	73%	74%	82%	78%	84%	69%	75%	77%	61%	80%	65%
Mean	75.61%														

Appendix 8. Curriculum Vitae

A. Personal Detail

    1. Name   : Siti Usrul Khotimah

    2. Student Number   : 1917404067

    3. Place, date of birth : Pati, 4 September 2001

    4. Address   : Kertomulyo RT 2/RW 1, Trangkil, Pati

    5. Name of Father   : Samsuri

    6. Name of Mother   : Sri Sumarni

B. Educational Background

    1. TK Pertiwi Kertomulyo

    2. SDN Kertomulyo 01

    3. MTs Raudlatul Ulum

    4. MA Raudlatul Ulum

    5. UIN Prof. K.H. Saifuddin Zuhri

C. Scientific Work

    1. Learning Method in Writing Fairy Tales Based On Students' Learning Styles: A case Study At Junior High School Equivalency (Paket B) Wadas Kelir

    2. Webtoon as an Attractive Learning Medium in Reading Comprehension for 6th Semester Students of English Education UIN Prof.K.H. Saifuddin Zuhri

    3. An Analysis of Gender Stereotype in Television Commercial Advertisements in Indonesia

    4. The Use of English Songs as Media to Improve Students' Listening Skill

D. Organization Experience

    1. Javelin Community

    2. UKM English Arabic Student Association (EASA)

    3. Komunitas Teras Bahasa dan Budaya (TBB) Banyumasan

    4. Literatus Cendekiaone