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The Effect of Using the "*Find the Difference Game*" Application on Improving Students' Speaking Ability

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ABSTRACT

Describing picture strategy is one of the techniques that can be used by teachers to improve students' speaking ability. Speaking ability is one of the subjects that is difficult to be mastered for young learners because of some problems. This research is used to find out whether using the "*Find the Difference Game*" improve the speaking ability of 7th graders at Islamic junior high school or not. The 7th grader students of Islamic Junior high school in Pasuruan are the population of this study. To collect the data, this study uses tests consisting of pre-test and post-test. The data obtained are analyzed by using the Wilcoxon test. The result of this research is the mean score obtained by the students through the pre-test and post-test from the experimental and control group. The experimental group has a pre-test score 30,83 and a post-test score 50,63. While the control group has a pre-test score 30,62 and a post-test score 46,46. The normality test result in this study shows that the data is not normal, so this study is using the Wilcoxon test for testing the hypothesis. The Wilcoxon test result is Asymp. Sig (2-tailed) shows a score of 0,000. Since 0,000 is smaller than 0,05, it can be concluded that the hypothesis in this study is accepted. Therefore, hypothesis H0 is rejected and H1 is accepted. By this result, the conclusion shows that conducting describing picture strategy using the "*Find the Difference Game*" can improve students' speaking ability.

Keywords: describing picture strategy, *Find the Difference Game*, speaking skill

INTRODUCTION

Language is the basic tool by which humans communicate with each other. This is in line with statements show that language can exchange information, gain knowledge, and share ideas (Kalsum, 2018). Therefore, the function of the language is to understand what the other person wants and express feelings, ideas and, knowledge that we can share. In language, there are components, such as sounds, words, phrases, sentences, and meanings. Lately, we know that English as an international language is being so important. As is known, English also contains some skills that must be mastered such as speaking, listening, writing, and reading. Speaking skill is one of the important skill that we need to be mastered to have a communication with others (Andriyani & Apriliyana, 2021; Simamora et al., 2021).

English speaking skills are very important for anyone. However, the results of some studies show that students in Indonesia have low ability to speak in English. This is influenced by basic problems such as there is no opportunity to practice speaking skill for students both in the classroom and outside the classroom (Zulfikar, 2022). It can also be seen that practical opportunities are still lacking, especially in social interaction (Stevanie, 2021). In addition,

according to research (Gistituati et al., 2019) shows that students in a university are still not fluent to speak in English even though they have studied it for two semesters. One of the biggest factors is that students use Indonesian more in everyday life, they do not try to speak in English with their partners in real life (Andriyani & Apriliyana, 2021; As'ad, 2019; Rao, 2019).

As a teacher, we should provide an interesting learning strategies so that students are motivated to learn and improve their English speaking skills. Such as implementing group projects, practicing role play, giving them creative tasks, and describing pictures strategy (Murni, 2018). The strategy that is considered successful to help students improving their speaking skill is Describing Picture Strategy (DPS). According to (Huebner, 1990, p.37), a picture, an instrument of visualization, is any kind of pictorial representation. Students are stimulated to be able to express their idea about the pictures they get. Therefore, the picture media must be prepared properly. Research by (Hasibuan et al., 2020; Leonardus et al., 2018) said that teaching media is a tool for teachers in the teaching and learning process. It is very important in supporting students to understand the material easily.

Several studies on the use of Describing Picture Strategy (DPS) at the junior high school level both domestically and abroad and abroad by (Hasan et al., 2022; Kalsum, 2018; Lavalle & Briesmaster, 2017; Leon et al., 2022; Murni, 2018; Niah & Pahmi, 2019; Parmawati & Inayah, 2019; Pratiwi & Ayu, 2020; Seflianti & Arina, 2019) shows positive results and shows improvement with various media used such as printed pictures or using modern digital applications. However, this study was conducted with a different research design and research subjects, that this research is conducted at the Islamic junior high school level in Pasuruan. In addition, this study is carried out by looking at the shortcomings of previous studies that still used traditional techniques, using printed pictures.

In this modern era, there are a lot of applications that we, as a teacher, can use as the media for teaching students. In this study, the researcher try to use a digital application called "*Find the Difference Game*" produced by MagicEyes Games and released on August 20, 2020. The purpose of using this application is to reduce costs when we have to continuously print pictures, also it is used to attract students' attention so that they are more motivated during the class. This game can be downloaded on Playstore. The advantages of this game are that it is easy to play, can be used online or offline, and has more than 1,000 images with various levels that can certainly help students improve their speaking skills. The selection of this application is based on the fact that there are no other researchers who use the same application.

The systematics of research is carried out by combining the concepts of learning and playing, where students are given a method of describing images using images available in an application. Students will get two pictures, then they will be asked to look for five differences in the two pictures, after students find the differences, students will present in front of the class by describing the results they found. By using this application is expected to facilitate students in the learning process. The researcher are also interested in investigating the effects of applying Describing Picture Strategy (DPS) using the "*Find the Differences Game*" on improving students' speaking skills.

METHOD

This study used quantitative methods and applied experimental research design. The type of experimental teaching used is an experiment where the author uses two classes that need to be tested with pre-test and post-test. Participants in this study consisted of an experimental group and a control group. The experimental group will get pre-test, treatment,

and post-test. While the control group will only get a pre-test and post-test. The table shows the research design, as follows:

Table 1. Summary of the Research Design

Group	Pre-test	Treatment	Post-test
Experimental class	√	√	√
Control group	√	No treatment	√

This research was conducted in one of the Islamic junior high school in Pasuruan for grade 7 students. There are several reasons for choosing this school to be the setting of research in this study. First, the use of this Describing Picture Strategy is widely practiced at the junior high level and the results obtained by previous researchers show an improvement in students' speaking skills. Second, so far, the researcher has only found two articles that attempt to use this DPS for Islamic junior high schools, so this is a big reason for this study to try to use this DPS at other Islamic junior high school levels. Third, the choice of this school is because this school is a private Islamic junior high school that does not have many students. The school has only two classes for grade 7. Fourth, after trying to make observations to the school to ask some things related to this study, researchers found statements from teachers at the school that they had never tried using digital media in the implementation of the learning process, so the author believes that this research will help this school.

This research was conducted offline because the school has also carried out offline learning since early 2022. The schedule of the experimental group is Monday and researchers will take data to the school once a week with a duration about 120 minutes, while for data collection in the control group researchers will take it on Monday and Thursday. The population in this study was all grade 7 students in Islamic junior high school in Pasuruan. While the sample in this study was also all grade 7 students, they are 7A students and 7B students. The selection of grade 7 students as participants in this study is because they have Descriptive Text material in this curriculum. Actually, descriptive text material exists in odd semesters, but in odd semesters, schools have many activities that affect the delivery of material, so that descriptive text material will be delivered in this even semester.

For answering the research question, the research instrument in this study uses tests, those are pre-test and post-test. The function of the pre-test is to measure the students speaking score before treatment and the post-test score is used to measure their speaking score after they get treatment. The duration of the pre-test is that students are given 5 minutes to prepare themselves and find 5 differences from the image before making a presentation. After that, each student is given 5 minutes to present the results in front of the class. It has same rules for the conducting post-test. Between conducting pre-test and post-test there are some treatments. This study conducts 6 times meeting for the treatment, as follows:

1. First meeting, students will do the pre-test.
2. Second meeting, each student will describe the picture individually.
3. Third meeting, students will describe the picture in a group.
4. Fourth meeting, they will do the same thing such as in the 2nd meeting that is describing the picture individually.
5. Fifth meeting, the students will do group work again for describing the picture.
6. Sixth meeting, students do post-test.

The assessment is conducted from pre-test until post-test activities. The assessment will be carried out by the English teacher of the class and accompanied by the researcher using

assessment rubrics adapted from Brown (2004). The teacher asses all the students from 7A and 7B by scoring them in some categories such as Grammar, Vocabulary, Comprehension, and Fluency. After getting students' pre-test scores, the researcher tried to use Descriptive statistic calculations to find out whether the abilities of students 7A and 7B were almost the same or much different. The result is as follows:

Table 2. Statistic results of students' ability

Descriptive Statistics

	N	Range	Min.	Max.	Sum	Mean	Std. Deviation	Variance
Pre-Test experiment group 7A	24	40	20	60	740	30.83	11.857	140.580
Valid N (listwise)	24							

Descriptive Statistics

	N	Range	Min.	Max.	Sum	Mean	Std. Deviation	Variance
Pre-Test control group 7B	24	40	20	60	735	30.62	10.458	109.375
Valid N (listwise)	24							

From the above results, it shows that the Mean result of 7A students is 30,83 and the result of the Mean result of 7B students is 30,62. It can be concluded that their abilities are almost the same so the researcher use this result for finally choosing Paired sample t-test to analyzed the data without using homogeneity test. In the end, researchers decided to use the parametric paired sample T-test. After getting the raw data of the student pre-test and post-test score, the data should be analyzed with several stages such as the following steps:

1. The data obtained from students' pre-test results are used to find out whether they are equivalent or not. If the results are the same, then the calculation of the data can be done using the Paired sample t-test.
2. Data obtained from students' post-tests were used to compare whether they obtained different results after getting different treatments or not.
3. Based on the raw data of the students' pre-test score is shows that they are having similar ability.
4. After obtaining data from students' pre-test and post-test, data normality test calculations can be carried out. If the data is normally distributed, then this study can use the T-test to calculate the data, but if the data is abnormally distributed then this study must use the Wilcoxon test.
5. After calculating the normality of the data, it turns out that the data owned from the pre-test and post-test are abnormal data. For proving the hypothesis in this study, it is necessary to do the Wilcoxon test.
6. In the calculation of the Wilcoxon test, the result shows that the hypothesis is accepted. The results of the data calculation obtained showed an improvement in the speaking skills of grade 7 students after using this "*Find the Difference Game*" application.

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FINDINGS AND DISCUSSION

After analyzing the data, the result shows that there is an improvement of students' speaking ability after using describing picture strategy using "*Find the Difference Game*" application. The result found by several steps. Before the researcher analyze the data, the researcher must conduct a normality test in advance as follows:

THE TEST OF DATA NORMALITY

The normality test is a test to determine which type of statistics is appropriate for this study. If the data shows a normally distributed, then the researcher can use a parametric statistic type. However, if it turns out that the results show the data is not normal then the researcher should use a non-parametric type of statistics.

There are many normality tests to determine the distribution of data. Some use the Shapiro-Wilk and Kolmogorov-Smirnov SPSS normality test. The normality test using Shapiro-Wilk is used for data samples of less than 50 samples (N<50). In the test, the data is said to be normally distributed if the significance score is more than 0.05 (sig. > 0.05).

While Kolmogorov Smirnov's test is still used for data samples measuring more than 2000 samples ($20 \leq N \leq 1000$). It is recommended to use the Kolmogorov Smirnov test for data above 50 samples. In testing, the data is said to be normally distributed if the significance score is more than 0.05 (sig. > 0.05).

For calculating normality of the data in this research, the researcher uses SPSS, and the result is as follow:

Table 3. Results of Normality Test

Tests of Normality

	Classes	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Stat.	df	Sig.	Stat.	df	Sig.
Speaking Learning Result	Pre-Test 7A (Experiment group)	.230	24	.002	.823	24	.001
	Post-Test 7A (Experiment group)	.165	24	.091	.914	24	.043
	Pre-Test 7B (Control group)	.205	24	.011	.834	24	.001
	Post-Test 7B (Control Group)	.177	24	.051	.949	24	.254

a. Lilliefors Significance Correction

From Table 3 above, there are the calculation results of the normality test of Kolmogorov Smirnov and Shapiro-Wilk. Significant score from pre-test 7A (experimental group) data showed <0.05. Significant score for post-test 7A (experimental group) showed 0.091 which is >0.05 in the calculation of Kolmogorov Smirnov while in the calculation of Shapiro-Wilk showed the significant score is 0.043 which is <0.05.

We also know that the significant score for pre-test 7B (control group) showed <0,05, but for the significant score for post-test 7B (control group) showed 0.051 which is >0.05 in the Kolmogorov Smirnov calculation. While in the Shapiro-Wilk calculation the significant score is 0.254 which is the significant is >0.05.

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Because this study has sample below 50, the researcher only uses the results of the Shapiro-Wilk normality test calculation. From the data obtained, it can be concluded that the data is not normally distributed. According to the type of statistical calculation, if the data is not normally distributed the researcher must uses non-parametric statistics and the researcher decides to use the Wilcoxon test.

WILCOXON TEST

The basic concept of the Wilcoxon test is to determine whether there is an average difference between two samples in pairs. then, the data used in the Wilcoxon test are ordinal and interval scale data. The Wilcoxon test is part of non-parametric statistics, so in the Wilcoxon test there is no need for normally distributed data. The Wilcoxon test is used as an alternative to the paired sample t-test if the data is not normally distributed. The result of Wilcoxon test calculation is as follow:

Table 4. Results of Wilcoxon test calculation

Ranks				
		N	Mean Rank	Sum of Ranks
Post-Test Experiment (7A) - Pre-Test Experiment (7A)	Negative Ranks	0[a]	.00	.00
	Positive Ranks	24[b]	12.50	300.00
	Ties	0[c]		
	Total	24		
Post-Test Control (7B) - Pre-Test Control (7B)	Negative Ranks	0[d]	.00	.00
	Positive Ranks	24[e]	12.50	300.00
	Ties	0[f]		
	Total	24		
a. Post-Test Experiment (7A) < Pre-Test Experiment (7A)				
b. Post-Test Experiment (7A) > Pre-Test Experiment (7A)				
c. Post-Test Experiment (7A) = Pre-Test Experiment (7A)				
d. Post-Test Control (7B) < Pre-Test Control (7B)				
e. Post-Test Control (7B) > Pre-Test Control (7B)				
f. Post-Test Control (7B) = Pre-Test Control (7B)				

From the table above, it can be concluded that, the Negative Ranks between learning outcomes for pre-test and post-test are 0 both in N value, mean rank, and sum of ranks. The 0 score indicates that there is no any decrease (subtraction) from the pre-test value to the post-test value. While Positive Ranks show that there are 24 positive data (N) which means that 24 students experience an increase in learning outcomes from pre-test scores to post-test scores.

The Mean Rank of the increase was 12.50, while the Sum of Ranks increased by 300.00. Ties are the similarity of pre-test and post-test scores. In the table above the ties value is 0, so it can be concluded that there is no equal value between pre-test and post-test.

Test Statistics[a]		
	Post-Test Experiment (7A) - Pre-Test Experiment (7A)	Post-Test Control (7B) - Pre-Test Control (7B)
Z	-4.325[b]	-4.352[b]
Asymp. Sig. (2-tailed)	.000	.000
a. Wilcoxon Signed Ranks Test		
b. Based on negative ranks.		

The basis for making Wilcoxon test decisions is if Asymp.Sig <0.05 then the hypothesis is accepted, but if Asymp.Sig >0.05 then the hypothesis is rejected. Decision making from the table above after calculating the Wilcoxon test shows that Asymp.Sig (2-tailed) shows a score of 0.000. Since 0.000 is smaller than 0.05, it can be concluded that the hypothesis in this study is accepted. Which means that the use of "*Find the Difference Game*" improve student's speaking ability.

The improvement of students' abilities emerged after treatment was given in several meetings. In the first treatment students were given one picture, then asked to look for differences from the picture then describe it individually, in the second meeting students did the same thing in groups, the third meeting they did the treatment individually, and the fourth treatment was carried out in groups. By doing treatment many times with different implementation models, it helps students in increasing their confident, makes them more focused, and feels enjoy during the learning process. An aspect of "*Find the Difference Game*" that can help students improve their speaking skills is the pictures that this game has. This game has many pictures that can be selected by students, then students will look for 5 differences in the pictures in each level of the game, then doing describing picture strategy by presenting the result in front of the class.

This finding is also supported by some previous research. According to their responses to the questionnaire, students believe that this describing picture strategy is a good and suitable way to help them develop their ability to speak, as well as to make learning more enjoyable and to boost their confidence (Fera et al., 2022; Handayani et al., 2021; Leon et al., 2022; Lubis, 2017; Nuraeni & Yanthi, 2020). Along with the results showing that students' speaking abilities have improved, this strategy has one drawback: students' inability to use proper grammar when describing the images (Pratiwi & Ayu, 2020). Additionally, a number of earlier studies have demonstrated positive outcomes when using digital media to enhance students' speaking abilities. The Cake application is one of the modern applications. It is a digital tool that allows learners to practice speaking skills through audio or video. The outcomes demonstrate that teaching learners' new words that have the right pronunciation helps them speak more fluently (Chotimah & Pratiwi, 2022). Additionally, students become more at ease and enthusiastic about learning how to enhance their speaking abilities when using this application.

CONCLUSION

Based on the discussion, it can be concluded that the use of describing picture strategy using "*Find the Difference Game*" application provides results that show an improvement in the speaking ability of students in Islamic junior high schools in Pasuruan. It turns out that

"*Find the Difference Game*" is one of those modern apps that can make students love and enjoy playing it. Besides its many advantages revealed and the hypotheses acceptance, this has some weaknesses. It is expected that future research will prepare better before using this application for learning activities. Among the preparation are ensuring whether teachers are able to operate modern applications or not, whether school facilities support the use of digital applications or not, and whether schools allow students to bring their cellphones to school or not. Such preparation will ease the use of digital application which basically needs supporting facilities.

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