The Use of Describing Picture To Improve Students' Speaking Skill

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Abstract: *The study explored the effect of using describing picture strategy on the students' improvement of English speaking at the first grade students of SMA Negeri 1 Kuta Baro, Aceh Besar and found out the students' effectiveness and interest in learning speaking by using describing picture strategy. It has involved 10 students in first grade (class X-1) as the sample. Using quantitative approach and experimental research design, the study collected the data through pre-test, post-test, and questionnaire. The data analysis showed that Tscore was 5.86 and Ttable at significant level of α = 0.05 was 1.833. Thus, the data can be stated that Tscore was higher than Ttable (5.86 >1.833). The data showed that alternative hypothesis (Ha) was accepted. In addition, based on the students' responses in questionnaire, they considered that describing picture is an effective and suitable strategy in teaching English speaking skill, the results rather than their answers show that most of them were interested in using describing picture strategies to improve their English speaking skills. This finding conform the previous research finding that describing picture can help students and effective to improve students' English speaking skill*

Keywords : Describing Picture Strategy, Speaking Skill

Abstrak: Penelitian ini untuk mengetahui pengaruh penggunaan strategi mendeskripsikan gambar terhadap peningkatan kemampuan berbicara bahasa Inggris siswa kelas satu SMA Negeri 1 Kuta Baro, Aceh Besar dan untuk mengetahui keefektifan dan minat siswa dalam belajar berbicara bahasa inggris dengan menggunakan strategi mendeskripsikan gambar, penelitian ini melibatkan 10 siswa kelas satu (kelas X-1) sebagai sampel. Penelitian juga menggunakan pendekatan kuantitatif dan desain penelitian tindakan kelas. Penelitian ini mengumpulkan data melalui pre-test, post-test, dan angket. Analisis data menunjukkan bahwa Tscore adalah 5,86 dan Ttabel pada taraf signifikan = 0,05 adalah 1,833. Dengan demikian, data dapat dinyatakan bahwa Tscore lebih tinggi dari Ttabel (5,86 >1,833). Data menunjukkan bahwa hipotesis alternatif (Ha) dapat diterima. Selain itu, berdasarkan tanggapan siswa dalam angket, mereka menganggap bahwa mendeskripsikan gambar adalah strategi yang efektif dan cocok dalam belajar keterampilan berbicara bahasa Inggris, hasil daripada jawaban mereka menunjukkan bahwa sebagian besar dari mereka tertarik menggunakan strategi mendeskripsikan gambar untuk meningkatkan kemampuan berbicara bahasa inggris mereka. Temuan ini sesuai dengan temuan penelitian sebelumnya bahwa mendeskripsikan gambar dapat membantu siswa dan efektif untuk meningkatkan keterampilan berbicara bahasa Inggris siswa.

Kata kunci : Strategi mendeskripsikan gambar, kemapuan berbicara bahasa inggris

There are four skills in teaching and learning English: Listening, speaking, reading, and writing. Those skills are related to each other and cannot be independent; therefore, learners need to master all of the four skills. Listening, speaking, reading, and writing are four important basic skills to improve student's English skill. Those skills are integrated in English teaching-learning process, and it will develop students' skill. A teacher should be creative to apply teaching method, so students can master the four important basic skills. A teacher should make students interested in the material in order that students can understand the material easily. Mastery of language skills will determine students' communicative competence in the target language. This was statement of (Yoga et al., 2001).

Speaking is a basic skill that should be mastered by students. But the fact speaking skill was some components that students must be skillful at all give students difficulty in speaking English, based on my experiences, the students' difficulty to speak English caused some factors such as: lack self confidence, lack vocabulary, they difficult to pronounce the words and they have not interest to learn English, they feel afraid to make mistakes, nervous, and shy to express their ideas.

Fauziati, (2011) said that teaching methods are an important aspect of teaching and learning: determine the activities of teachers and students, the quality of the teaching process, implicitly sending a message about what teaching is, how children are learn, what knowledge is. Therefore, skills and method are two things that cannot be separated. That was reason inspired the writer to do a research by the title "The Use of Describing Picture to Improve Students' Speaking Skill (an Experimental Study at SMA Negeri 1 Kuta Baro Aceh Besar)".

1. The Research Questions
   a. Is describing picture effective as strategy to improve student ts' speaking skill?
   b. How is the students' responses in teaching speaking skill through describing picture?
2. The Research Purposes
   a. To find out the improvement of students' speaking skill by using describing picture strategy. To find out the students' responses toward the use of describing picture in improving students' speaking skill.

LITERATURE RIVIEW

Definition of speaking Skill

According to Thornbury & Scott, (2012) Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts. Speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language and components of speaking are: grammar, vocabulary, pronunciation and fluency.

Describing Picture

M.Solahudin, (2010) stated that describing picture is one of activities in learning speaking English. In this activity, every student gets one picture and they must describe it in front class. Using pictures as a media can dramatically increase the amount of talking for individual student while he practices his speaking ability.

METHODE

Location and time

The research was conducted in SMA Negeri 1 Kuta Baro. That was located in Jalan Blang Bintang lama, Kuta Baro. Aceh Besar. The study was carried out in the first grade students which consisted of 10 students. The data was collected in the SMA Negeri 1 Kuta Baro Aceh Besar on May 2022.

Research Design

In this research, the writer applied experimental teaching. The type of experimental teaching was pre-experimental which employing the pre-test and post-test in one class. The tests involved a group of students in experimental. The experimental group gave the special treatment by using describing picture strategy in teaching speaking skill.

Population and sample

The number of population was 103 students. They were divided into six classes, consisted of X IPA 17 students, X IPS 10 students, XI IPA 36 students, XI IPS 7 students, XII IPA 26 students, and XII IPS 6 students. The sample of the study used random sampling and the

writer used the students of class X IPA. It consists of 10 students.

Data Analysis

After gathering the data from experimental teaching, tests and questionnaire, the teacher needed to analyze the results. The kind of the data was quantitative data. They came from the students' speaking scores. The scores generated from pre-test and post-test to measure the influence of describing picture strategy to the students speaking skill. The teacher used the measurement technique to measure how the students' speaking skill before and after being taught by using describing picture strategy. And the results of answering the questionnaire the teacher measured students' motivation of the use describing pictures in improving students' speaking skill.

HASIL DAN PEMBAHASAN

Analysis of Tests

According to the calculation, the average score of pre-test is 24 and post test is 37. The result difference indicates that there is the effect of the use of picture describing to improve students' speaking skill (an experimental study at SMA Negeri 1 Kuta Baro Aceh Besar). The students' English speaking skill improved after getting the treatment. It can be seen that there was difference in the improvement of students' English speaking skill by using describing picture strategy. It can be concluded that describing picture strategy is effective used to improve students' speaking skill.

Examining Hypothesis

In examining hypothesis, the writer used T test (t_0) to determine the significant difference in examining the students" pre-test and post-test scores. Firstly, the hypothesis was examined as the use of picture describing to improve students' speaking skill. Secondly, the writer listed the pre-test and post-test score in order to find up the difference score among those tests.

Based on the result of calculation, T_{score} value of tests were 5.86. According to T_{table} list at significant level of $\alpha = 0.05$, the value of distribution table at 9 as degree of freedom was 1.833. Therefore, the study has $T_{score} > T_{table}$; 5.86 > 1.833. The result means that significant value > 0.05 (5.86 > 0.05). The study can be concluded that Ha was accepted and H_0 was rejected. It indicates that the strategy has an effect for students.

Analysis of Questionnaire

In the questionnaire, the students agree to the statements. There were five kinds of statement. First, the statements were about introduction of describing picture strategy. They were first kind of statements. In those statements, most of the participants agree and strongly agree that picture describing is a new strategy which is appropriate with teaching English speaking skill. Even, the statement 100% students agree with. Second, they were about learning English speaking skill by using describing picture strategy; this second kind statements, the strategy can motivate the students to learn English and it helps the teacher to make them interest and enjoy learning especially speaking. A picture is one of the resources that can help the students to stimulate their interest and motivation Anggia, (2018). Therefore, most of the students agree that using describing picture improved their English speaking skill.

Furthermore, all of the students also agree that the strategy facilitated them to improve English vocabulary and grammar well, to express their ideas and to practice English speaking skill. In these statements, there were five statements in negative sentences of statements. However, the participants disagree and strongly disagree to the statements. The result showed that the students gave negative responses for the teaching strategy based on those five statements. Third, the statements were about learning process. They were three statements. Many participants agree to them. The teacher had implemented describing picture strategy well. So that the teacher could direct the learning instructions and express the materials clearly and the students got feedback not only from the teacher but also from their friends.

Discussion

After analyzing with all types of analytical tools, there are, tests in the form of pre-test and post-test, examining the hypothesis and the last is questionnaire responses of students. It shows that the average score of pre-test and post-test become increase. The result difference indicates that there is the effect of the use of picture describing to improve students' speaking skill, as well as examining hypothesis show that the alternative of hypothesis was accepted that describing picture strategy can improve students' speaking skill. And the questionnaire result shows that the responses of more students are positive of

positive statements and negative responses for negative statements. These results make the writer satisfied and the achievements in line with the expectations

Conclusion and Suggestion

Conclusion

Bases on the result, the writer can be concluded in to some conclusions. Those are:

1. In general, students at SMA 1 Negeri Kuta Baro Aceh Besar have less of interest in learning English. This is indicated by the participation of students in participating in the writer's research did not in accordance with the amount that should be.

2. The use of describing picture strategy improves students' English speaking skill. This can be understood by the mean score of pre-test and post-test. The score of pre-tests and post-tests showed a significant difference. Furthermore, the effect of describing picture strategy is not only obtained by the students' achievement, but it is also obtained by students" responses in questionnaire. The result showed that the students are interested in the strategy.

3. In the first treatment, the students have problems in speaking English. First, many students could not apply grammar correctly when they speak in front of class. Second, the students also have many difficulties in mastering enough vocabulary to speak English well. Next, the students are difficult to understand English when their friends speak English. The last, they could not speak English fluently. But, after the writer did the complete treatment from 1th to 5th meeting of class by using describing picture strategy to improve English speaking. They show some enhancements.

Suggestion

Based on the result of the study, there are some suggestions that can be considered to make students more interested and effected in English speaking skill, as follows:

First, the writer suggests that further research is needed to be conducted in SMA 1 Kuta Baro Aceh Besar which focuses on efforts to increase student interest in learning English generally. Because of without interest and enthusiasm in learning English, it will be difficult to apply other strategies and developments in learning English of all skills.

The use of describing picture is a strategy that has been proven effective in improving

students' speaking skills especially, so this strategy needs to be maintained and practiced by English teachers in schools in addition there may be other strategies that have the same quality.

There is no problem without a solution. The writer has proven that so many problems of students in speaking English. However, after offering a strategy, at least there is an improvement in students' speaking skill

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