THE IMPLEMENTATION OF DESCRIBING PICTURE STRATEGY IN IMPROVING STUDENTS' SPEAKING SKILL

Yolanda Kristiani Simamora[1], Satria Agust[2], Nana Raihana Askurny[3]

yolandasimamora90@gmail.com

English Education Study Program, Faculty of Teacher Training and Education,

Universitas Maritim Raja Ali Haji, Tanjungpinang, Kepulauan Riau.

Abstract

This research was done to know whether or not describing picture strategy can help the seventh grade students of SMP Anugerah Tanjungpinang improving their speaking skill. The method used in this research was Classroom Action Research (CAR). There were two instrument used to collect the data, test and observation checklist. This research was using seventh grade student of SMP Anugerah Tanjungpinang which consist of 8 students. The researcher started with pre-cycle by giving the students pre-test mean score in pre-test was 39.3 and no student passed the criteria. After finished with pre-cycle, the researcher continued to apply CAR started with cycle one. In this cycle, the researcher taught the student about describing picture strategy. The mean score of the students' post-test one was 70.6 and 62.50% students has passed criteria. There was huge improvement in this cycle one but there is no significant, and the researcher continue to the second cycle. In cycle two, the researcher did the same like cycle and the students' mean score was 86.8 and 87.50% students passed the criteria in percentages. The researcher realized that students' improvement had achieved researcher's target of improvement so it can be concluded that implementation of describing picture strategy was succeed to improve students' speaking skill at the seventh grade students of SMP Anugerah Tanjungpinang.

Keywords: Describing picture strategy, Speaking skill, Classroom Action Research

I. INTRODUCTION

One of the essential ways that people interact with one another is through language. The ability to convey ideas and emotions is achieved by using language. There are four main skills in the English language which are listening, speaking, reading, and writing. Speaking is a way of gaining knowledge of the language and communicating with others. Speaking is the process of constructing and communicating meaning by use of verbal and nonverbal symbols in different contexts, according to Chaney and Burk (1998). Tracy and Robles (2013) contend that speaking abilities are beneficial to assist students in their involvement in different interpersonal spheres, such as at home, at school, and in the workplace. People should also have the skills to seek knowledge and give instructions Geyser (2007). According to Richard and Renandya (2002), speaking is an important feature of communication. the skills that one uses in his social interactions with others from the

moment they wake up until the moment they go to sleep Thornbury (2005) To sum up, speaking is essential because people can hold discussions, come up with ideas, and share knowledge by using it.

Speaking skills are important in education. It has the potential to encourage students to improve their eagerness to learn English. The objectives for teaching speaking will rely on the goal, which is to provide both fluency and precision, demonstrating motivational strategies, motivating the use of language form in creative ways, offering adequate advice and feedback, and using the common connection among both speaking and listening by giving opportunities to the students to take the initiative and encouraging the development of speaking Brown (2004).

People learn English to practice their speaking skill. In the majority of cases, low or nonexistent learning of speaking is due to monotonous classroom settings, unattractive teaching methods, and a quiet classroom. There are several theories in learning how to speak fluently. In Salahuddin's view, the following are some models of learning how to speak: (i) one of it's is having main classes divided with study group; (ii) conversation on the way; (iii) a discussion group; (iv) explaining a picture.

As part of the English speaking lessons, students will be practicing explaining pictures. This activity gives each student a picture, and they must give a detailed explanation about the picture given in front of the class. Salahuddin (2009) believes that this activity can boost students' imaginations and retell stories by using visuals. According to Bailey (2005) pictures and "manipulable" will help students talk during a speaking lesson. Speaking is a useful skill. From this, it implies that pictures can be chosen to cultivate the skill. The five forms of picture according to Harmer (2001) are: (i) flash card; (ii) large wall picture; (iii) cue card; (iv) photograph or illustration; and (v) a projected slide.

Then, according to Elly & Gerlach (1980) stated that therae are some benefits of using the picture in teaching speaking, such as : (i) Pictures are readily available at a low cost. For example, pictures can be found in books, magazines, and newspapers; Pictures aim to provide a shared experience for a wide group of students. Pictures can be used to get all of the students in the class involved. For the disadvantages, one of them is: (i) Students concentrate on the picture over learning material; (ii) Presenting an appealing picture takes time and costs much; (iii) Small and vague pictures can lead to problems in the classroom activities because the students may misinterpret the picture.

In learning to speak, several problems are found by the researcher. From the students perspective, problems that are frequently found is their ability to speak foreign language is harder due to their habit in speaking their native language. Not also that, lacking of motivation in practicing the English language, especially the conversation aspect, and a lack of vocabulary brought the students to be afraid and too shy to take part in the conversation. Regarding the teacher's problems, the material was not interesting. Rather than giving the students the time and chance to practice speaking English, the teacher spent a lot of time describing the material instead. The learning strategies used were monotonous and poor classroom management. Classroom problems in learning speaking were on the lack of facility in the classroom. The classroom did not have a projector, a speaker, and a fan. It is a nearby highway, and the sound of vehicles was so disturbing. It was so dirty that it created an uncomfortable learning process.

The describing pictures are chosen by the researcher because those pictures are examples of good visual aid for the teaching-learning activities in class. Kindler (1992) says as a media, for example a picture, it allows teachers to engage with the student's interest and motivated to learn

English. Based on Prita, Dewi, Raihana Askurny Nana (2018) rules in the 2013 curriculum, students are required to be more active and more knowledgeable about the learning. Moreover, real situation can be presented through pictures. It means that the picture used can help the students to imagine the abstract to be a real situation, so it can improve the seventh grade students of SMP Anugerah Tanjungpinang with their speaking skill.

II. METHOD

Classroom action research is action research conducted by the teacher who explores approaches to boost the students' achievement in the teaching-learning process. Action research is defined as a process that consists of four steps: preparation, action, evaluation, and reflection, Kunandar (2011)

Burns (2010) claimed that action research is a part of a more general educational trend that has been occurring for some time. Reflective practice and the teacher as researcher are linked to these concepts. Action research included using a self-reflective, objective systematic approach to examine the situations in which the teacher teach. The teacher identified him or herself to be an 'investigator' or 'explorer' in his or her teaching situation, while still becoming a participant in it at the same time. The outcomes of action research helps to recognize challenging circumstances or problems that may involve teachers, students, supervisors, administrators, or parents that are interested in exploring in more detail.

The researcher conducted this research at SMP Anugerah Tanjungpinang which located at Jl. Merpati Gg. Pipit No.24 Batu Sembilan, Kota Tanjungpinang, Kepulauan Riau using the seventh grade students. This research was conducted on September 2020 in the academic year 2020/2021. The researcher involved the seventh-grade students which were consisted of 8 students.

To get the data, the researcher utilized research methods like observation and test. The researcher's observation was important in order to learn about how the students activities during teaching and learning session. The observation sheet will be used for observation. For the test, pre-test and post-test are used by the researcher. The pre-test was the implementation by using a picture. The pictures will be used to test the students' speaking skill of the students' point. Then, the post-test is done after describing the picture. It is done at the end of every cycle.

Then, quantitative and qualitative data are used by the researcher to analyze the data. The data is used to provide an understanding of the process and the effects of developing the students' speaking ability by describing a picture. Not only qualitative data quantitative data is also used in this research. The quantitative data is used to show results of how students do their pre-test and post-test. The researcher acquired the data from the two cycles of testing performed in the research. To evaluate the impact of one cycle of training, the mean score from the first cycle was compared to the mean score from the second cycle. They set out to know how far students had come in their current study.

III. RESULT AND DISCUSSION

This research aimed to improve students speaking skill by using describing picture. This research was done in VII SMP Anugerah Tanjungpinang. This research used a Classroom Action Research method that has pre-cycle and 2 cycles in it. The instruments of this research were tests and an observation checklist. The result of those instruments showed students' improvement for each cycle and the data was calculated through mean score.

Result

Pre-Cycle

No	Students' number	Score
1	Student 1	35
2	Student 2	50
3	Student 3	45
4	Student 4	40
5	Student 5	30
6	Student 6	45
7	Student 7	25
8	Student 8	45
	Mean score	**39.3**

Based on the pre-test result, it shows that the pre-test mean score was 39.3, meaning that no one passed the pre-cycle. The students passed if the score was higher than 70 based upon the Criterion of Minimum Completeness. Based on table 4.1, shows that student 1 got 35; student 2 got 50; student 3 got 45; the student 4 got 40; student 5 got 30; student 6 got 45; student 7 got 25; student 8 got 45.

Cycle I

Students' number	Score
Student 1	50
Student 2	80
Student 3	70
Student 4	75
Student 5	55
Student 6	85
Student 7	60
Student 8	90
Mean Score	70.6

After the first post-test, the scores increased, and students gave positive reactions in being more active by asking the teacher of the material they didn't know and that they respond nicely to the teacher. From the results of the first post-test, it appears that the total score of the students was 5 65 which means the mean score of the class increased to 70.6, that concludes the students are successfully completed the Minimum Mastery Criterion or KKM 70. The pre-test results showed that students' speaking ability test scores improved. It implies that the students' ability to communicate increases, but only slightly.

Cycle II

Students' number	Score
Student 1	65
Student 2	95
Student 3	90
Student 4	95
Student 5	75
Student 6	90
Student 7	90
Student 8	90
Mean Score	86.8

Following the post-test II in the second cycle, the final cumulative score of the students was 695, and 7 of 8 students passed the test. The students' mean score on the exam was 86.8. It can be concluded that the test results and the speaking abilities of the students are improved. In post-test II, the student's score increased as well as the students' speaking ability was higher after implementing the technique of describing picture, and all of the students actively engaged in the activity.

From the result of two cycles before, It is clear that students' ability to communicate had increased by using the technique of using describing picture. As said before by Murni (2018) used describing pictures in her study. One of the alternate methods that can be used in teaching speaking is to use the technique of using describing picture. It portrays a whole new way that helps to build a complex learning process. The teachers can use pictures to encourage students to learn speaking and increase the students' aptitude for learning how to speak English.

It was discovered that describing an image is an entertaining activity, because it offers students multiple opportunities to practice speaking in speaking class. The factors that influenced students speaking skill are the motivation so the students seriously and they have more enthusiasm in the teaching-learning process. After performing the research, it can be said that describing picture strategy is an effective teaching technique to be used in speaking lesson.

As seen on the results taken from the observation checklist of the qualitative data, there are several aspects of the observation checklist that have increased by using the describing picture strategy in improving speaking skill of the students. It has been found that the speaking ability of the students are improved by using describing picture strategy and the method can help students in the learning process and can store all the information about the material that has been studied during learning so that it can improve the speaking skill of seventh grade students at SMP Anugerah Tanjungpinang.

IV. CONCLUSION

Based on the result, it proves that describing picture strategy improved students' speaking skill of SMP Anugerah Tanjungpinang. In the pre-cycle the students got an average score of 39.3; the average score of post-test cycle I was 70.6, and the average score of 86.8 in the post-test cycle II. The implementation of describing picture strategy during the process of teaching-

learning does improve the speaking skill of the students. It can be seen while the teaching-learning process the students were active, and enjoyable with the new situation using describing picture strategy. In describing picture strategy, the students gave their opinions and ideas to describe the picture based on the topic. In cycle I, only some students felt confident and nervous if they want to take their opinions and ideas. It was different from cycle II. The students became active during the activities, they were brave and their speaking more improved.

V. REFERENCES

Bailey, K. . (2005). *Practical English Language Teaching*. McGraw-Hill.

Brown, H. . (2004). *Language Assessment: Principle and Classroom Practices*. Pearson Education.

Burns, A. (2010). *Doing Action Research in English Language Teaching.* Routledge.

Chaney, A. ., & Burk, F. . (1998). *Teaching Oral Communication*. Allyn & Bacon.

Elly, A., & Gerlach. (1980). *Teaching and Media: A Systematic Approach*. Allyn and Bacon.

Geyser, J. . (2007). *English to The World: Teaching Speaking Made Easy*. August Publishing Sdn.Bhd.

Harmer. (2001). *The Practice English Language Teaching 3rd Ed.* Pearson Education Limited.

Kindler, A. (1992). Discipline-Based Art Education in Secondary Schools: a Possible Approach. *Journal of Art & Design Education*, *3*(11), 345–348.

Kunandar. (2011). *Langkah Mudah Penelitian Tindakan Kelas Sebagai Pengembangan Profesi Guru*. Rajawali Press.

Murni, A. (2018). *The Use of Describing Picture To Improve Students' English Speaking Skill*. 7.

Prita, Dewi, Raihana Askurny Nana, and S. G. (2018). *The difference of reading fluency between malay students and heteroheneous students*.

Richard, J. ., & Renandya, W. . (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University.

Salahuddin, M. (2009). *Kiat-Kiat Praktis Belajar Speaking*. DIVA Press.

Thornbury, S. (2005). *How to Teach Speaking*. Pearson Education.

Tracy, K., & Robles, J. . (2013). *Everyday Talk: Building and Reflecting Identities*. The Guildford Press.