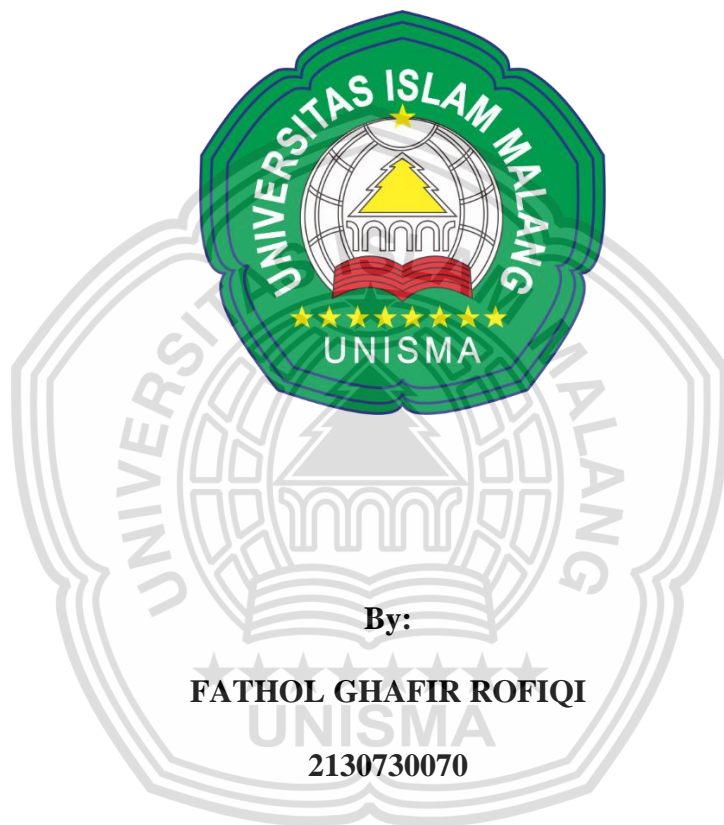




**THE EFFECTIVENESS OF USING DESCRIBING PICTURES IN
TEACHING SPEAKING**



**UNIVERSITY OF ISLAM MALANG
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ABSTRACT

Rofiqi, Fathol Ghafir. 2021. *The Effectiveness of Using Describing Picture In Teaching Speaking*. English Education Department Faculty of Teacher Training and Education Universitas Islam Malang. Advisor I: Dr. Alvan Zuhairi, M.Pd ; Advisor II: Nuse A.Rahmati, S.Pd,MA.

Key words: Describing picture, speaking class, and junior high school.

This research aimed to know about the use of describing pictures in teaching speaking to improve students' speaking skill on eight grade class of junior high school students.

This research implemented some aspects such observation, method, action and feedback of the result. Based on the research it improved the student's speaking skill by using describing picture strategy as a media. This research used pre-test and post-test methods. The pre-test was done before implementing by using series of pictures as a media it was to measure student's speaking ability at first. Mean while, the post-test was implemented as a form of describing pictures strategy in improving student's speaking ability. It explains that describing picture has its own position in teaching learning. It is becoming one of the best media in teaching speaking class. This research has already explained that describing picture technique is very beneficial in teaching speaking skill. It could give student's speaking development. As the example, students can speak correctly for a real condition. It can also be seen in the result paired sample t-test that the describing picture method is received as the good beneficial method in improving student's speaking skill.

ABSTRAK

Rofiqi, Fathol Ghafir. 2021. Efektivitas Menggunakan Gambar Menjelaskan Dalam Mengajar Berbicara. Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Islam Malang. Pembimbing I: Dr. Alvan Zuhairi, M.Pd; Dosen Pembimbing II: Nuse A.Rahmati, S.Pd, MA.

Kata kunci: Mendeskripsikan gambar, kelas berbicara, dan sekolah menengah pertama.

Penelitian ini bertujuan untuk mengetahui penggunaan gambar deskripsi dalam pembelajaran berbicara untuk meningkatkan keterampilan berbicara siswa kelas VIII SMP.

Penelitian ini menerapkan beberapa aspek yaitu observasi, metode, tindakan dan umpan balik terhadap hasil. Berdasarkan penelitian tersebut, peningkatan keterampilan berbicara siswa dengan menggunakan media strategi mendeskripsikan gambar. Penelitian ini menggunakan metode pre-test dan post-test. Pre-test dilakukan sebelum diimplementasikan dengan menggunakan beberapa macam gambar sebagai media untuk mengukur kemampuan berbicara siswa. Sedangkan post-test dilaksanakan sebagai bentuk strategi mendeskripsikan gambar dalam meningkatkan kemampuan berbicara siswa. Hal tersebut menjelaskan bahwa mendeskripsikan gambar memiliki posisi tersendiri dalam pembelajaran. Itu menjadi salah satu media terbaik dalam mengajar kelas berbicara. Penelitian ini telah menjelaskan bahwa teknik mendeskripsikan gambar sangat bermanfaat dalam mengajarkan keterampilan berbicara. Hal ini dapat memberikan perkembangan berbicara siswa. Sebagai contoh, siswa dapat berbicara dengan benar dalam kondisi nyata. Hal ini juga terlihat pada hasil paired sample t-test bahwa metode mendeskripsikan gambar diterima sebagai metode yang sangat bermanfaat dalam meningkatkan keterampilan berbicara siswa.

CHAPTER I

INTRODUCTION

This chapter sets out background of the study, research problem, objectives of study, significant of study, scope and limitation of the study, and definition of key terms.

1.1. Research Background

Language enables someone else to understand what the speakers want to tell. Therefore, learning language especially English is expected to help students to be able to use it as means of communication. Communicating ability means being able to understand a discourse, namely being able to understand and produce spoken and written texts through the four language skill, listening, speaking, reading and writing. Depdiknas, stated that (2006: 277). In learning speaking the students often find some problems. The problem frequently found is that their native language causes them difficult to use the foreign language. Other reason is they lack of motivation to practice the second language, especially English in conversation. They are also too shy and afraid to take part in the conversation. Many factors can cause the problem of the students. Interesting about the material, and the media among others including the technique in teaching English is the first can motivate the students to learn English and many techniques can be applied to teach them including describing picture.

It is clearly stated in the regulation of Ministry of national Education No.22, 2006 of the standard content that English is taught as a compulsory subject for junior high school in Indonesia including *SMP* is the introduction should be focused on the teaching of the four language skills. According to the standard of competence for speaking skill, junior high school students are expected to be able to express meaningful ideas for both simple transactional (to get something done one get the

information) and interpersonal (to get in touch with others for social purpose) communication to interact with other people in their nearest environment Depdiknas (2006:280). The students at this level junior high school or *SMP* are targeted to achieve the functional level, that is to able to communicate orally and written to solve their daily problem.

Speaking is one of important skill, teaching speaking very important for the learners to improve their knowledge and communicative skill. Learning speaking at junior high school can be done with many media to help students in speaking skill such as: pictures, card, novel.

The researcher chooses describing picture series to teach speaking in descriptive text, because with describing picture the learners will be easier to express their ideas. From this technique the researcher wants to know the result of teaching speaking using describing picture series especially in descriptive text. By learning English, people can communicate to other around the world, because English is the number one international language. People realize that they need knowledge to survive their lives. The knowledge that is needed is not only from a country but also from other countries. To make relationship with them, people need English for communication because English is one of the international languages that have an important role in the international communication. Speaking is one of the important aspects in learning language, because speaking is the important tool for communication.

A picture is one of visual media that can be used in the teaching speaking. Using picture in teaching has some advantages. Heinich, et al (1982:152) stated that pictures can translate abstract ideas into more realistic forms, can be easily obtained, can be used in different academic levels, can save teacher time and energy and can attract student's interest. Thus, teacher can use picture to describe on stories which are visually more engaging thus involving students on a number of levels.

The researcher chooses describing pictures because pictures are good visual aid in teaching learning in the classroom. According to Homby in Hadriana journal (2008:38) stated that speaking is the ability of people to make use the language in ordinary one. Burn and Joyce (1997:32) stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. On the other side, Nunan (1998:39) said that mastering the part of speaking is the single most important aspect of learning second or foreign language and success is measured in terms of the ability to carry out the conversation in language. Teaching a foreign language is considered to be one of the most challenging teaching practices. In Indonesia, students are usually afraid of joining foreign language classes. They may feel unmotivate, discouraged easily. Their mindsets say foreign language is difficult to learn because most of them know nothing from the start. Usually, students know nothing how to express what they want to say.

Teacher in that case needs to be responsive to the classroom situation in order to take an accurate measurement. The classroom atmosphere should be sufficiently relaxed so that learners are engaged activity in every activities lead to a better performance of their language skills, listening, speaking, writing and reading. Games and songs in foreign language classes may be used to motivate students and to create a more relaxing foreign language classes. Based on the background of the study above, the problem in this research is to know the effectiveness of using describing picture to improve students speaking skill in descriptive text.

Describing picture is one of methods, so the researcher wants using this method to improve students speaking skill in descriptive text. (The researcher hopes this technique can help the students to gain self-confidence in speaking English especially to practice describing things in descriptive text).

1.2. Research Problem

The problem of this study is :

“Do the students taught by describing picture have better speaking ability than those taught by conventional technique?”

1.3. Purpose of Study

The purpose of this study is :

“To know the effectiveness of using picture in teaching speaking to students Eight Grade of SMP Wahid Hasyim Dinoyo Malang.”

1.4. Significance of study

Further researcher significance based on the limitation of the study about discourse analysis of using describing picture in speaking class.

- **For the students**

It reveal that students cannot always depend on the teacher as teaching learning media in improving their speaking skill. It shows that students also need another media in learning speaking. It also proves that some medias are very assential for their learning.

- **For the teacher**

As an additional reference that may be useful for the teacher as a better method in teaching speaking class in as much as this study has already shown that the technique could give big influences through student’s speaking skill. It can also be good media technique supporting students. The researcher hopes

this study can reveal that students also need something out of teacher role as a teaching learning media.

1.5. Scope and limitation of study

The scope of this study used experimental technique. The researcher did some experimental to two classes in eight grade classes. The topic of this research is limited to the effectiveness of using describing pictures in teaching speaking skill trough the students of eigh grade classes. It is done by comparing beetwen the usual method and describing picture method.

1.6. Definition of Key Term

- Effectiveness

Effectiveness is capability of producing a desired result or the ability to produce desired output.. It means that the job can be completed in accordance with planning, both in time, cost, and quality. It is what some people called as effective.

- Describing picture

Describing picture is one of activity in teaching speaking English. In this activity, students must describe pictres in front of class. In this activity, every student gets one picture and they have to describe it. Therefore, describing picture in teaching learning process absolutely enables the students to achieve the lesson.

- Speaking

Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context. Therefore, there are many people try hard in improving their speaking skill. Especially in English language an interesting language that could help you repository.unisma.ac.id with all people all over the world.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the research and the discussion, this research analyzed about the effectiveness of speaking class by using describing pictures. This research took a place on eight grades A and B in Dinoyo senior high school Malang. This research was aimed to identify the effects in using describing picture as the appropriate way to improve students' speaking skill. It can be seen through what have already done and the researcher had already done. The data was taken on March-July.

Table 5.1 Character respondent of the research

No.	Characteristic Respondent	Frequency	Percentage (%)
1.	Class		
	Class 8 A	18	40%
	Class 8 B	22	60%
	Total	40	100%
2.	Gender		
	Boy	25	65%
	Girl	15	35%
	Total	40	100%
3.	Old		
	14 years old	12	35%
	15 years old	28	65%

The previous research had stated that describing picture method was really beneficial through student speaking skill method for the lesson. It could support the researcher that this research was going to make sure the researcher about the analysis result. It showed that the significant was lower than 0.05. The posttest average of using describing picture was better than the post-test average of normal method that was usually used by the teacher in Dinoyo Senior high school in Malang. It showed that there were some developments of the students' speaking skill. Based on the data analysis it is better to use describing picture in speaking skill class to create quick development.

The average percentage of student activity of 92% active students. The use of describing picture method to improve English speaking skills of students in class VIII SMP Dinoyo Malang received a positive response of 94%. There is an increase in student speaking learning outcomes after being taught with using the describing picture method, this can be seen from the posttest average value of 88.67. Based on the effectiveness criteria of learning put forward, then describing picture method on the subject matter of the tube and cone is effectively applied to students of VIII SMP Dinoyo Malang.

Those results had already answered the research problem in the first chapter of this research that describing picture was really becoming the better method to improve student's speaking skill than using conventional technique. It shows that it is becoming the good method of effective teaching learning in speaking class for eight grade of junior high school. It gives the students a chance to speak for what they want to speak about, for there is nothing any good method in learning speaking but talking reality. It also can give best performance of effective speaking

class. In as much as describing picture method in speaking class can give best improvement through student's speaking skill.

B. Suggestion

Base on the research results that have been obtained. The researcher could states some advice as the following:

First, is for school. This research proves that describing picture methods can improve student speaking skill out comes. So, it can be used as alternative effective teaching learning in speaking class.

Second, is for students. This research proves that describing picture could be the best choice in learning speaking, in as much as the students could study from the real condition in the picture for what they have to speak. It also could help them to use the vocabulary usage based on the real examples.

Third, is for teacher. The implementation of the learning by describing picture method can be successful well in class. It can be the best teaching style for better student's speaking skill improvement. The teacher could easier to give overview in using English language practice.

Last, is for researcher. The describing picture method can be applied as a learning model to measure other variables besides learning outcomes and can be applied in other learning materials as follow-up study of this study. This research can easier the next researcher to analyze about describing picture as learning method in class.

From those advices, the researcher hopes that this research could be one of contributor through all of people in analyzing English class method. The researcher also hopes that this could be becoming best describing picture analysis.

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